

DOCUMENT RESUME

ED 314 913

EC 222 073

AUTHOR Hill, Diane Pagnotto
TITLE PAATCH: Program of Auditory Articulation Therapy for Children. Expanded Version. New Carryover Home Activities.
REPORT NO ISBN-0-88450-416-6
PUB DATE 89
NOTE 127p.; Program cards are included with the document but not reproduced on microfiche.
AVAILABLE FROM Communication Skill Builders, 3830 E. Bellevue, P.O. Box 42050, Tucson, AZ 85733 (\$19.95, Catalog No. 7618).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Articulation (Speech); *Articulation Impairments; *Auditory Training; *Parent Participation; Preschool Education; Primary Education; *Speech Therapy; *Teaching Methods

ABSTRACT

This program of auditory articulation therapy de-emphasizes production-oriented therapy in working with unintelligible 3-to-6-year-old children. It proposes auditory training activities, which train the child's ears on all sounds in error in order to facilitate readiness for correct production of sounds. Production training is then suggested for subsequent use, when children begin successful sound production. The program is applicable to both group and individual therapy sessions. Referents for sounds are used to help children make and retain meaningful associations and to diminish the abstract nature of phonemes. A set of reproducible activity pages is offered for parents to work with their children at home. Appendices include lists of meaningful words, household words, and category words for each sound, and 21 reproducible pages of pictures to go with parent activities. A set of 21 cards containing articulation pictures for initial position for all target sounds is also included. (PB)

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PAATCH: *Expanded Version* Program of Auditory Articulation Therapy for Children

by Diane Pagnotto Hill

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by Diane Pagnotto Hill
Illustrations by Nora Voutas

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ISBN 0-88450-416-6

Catalog No. 7618

10 9 8 7 6 5 4 3 2 1
Printed in the United States of America

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DEDICATION

To my husband, David M. Hill, for his initial inspiration to write this book and his constant encouragement, love, and support.

To my parents, Emanuel and Louise J. Pagnotto, for their ongoing love and approval.

To my friend and colleague, Ranier B. Tebbetts, for her inspiration and unsparing assistance and guidance.

Preface

The traditional approaches to articulation therapy for unintelligible children tend to be production-oriented. Both distinctive feature therapy and phonological process therapy have a common early objective of eliciting correct production of error sounds. Production-oriented approaches are appropriate for various populations of speech-disordered children and adults. However, it is this author's opinion that such approaches do not serve as the best intervention strategies for unintelligible three- to six-year-old children. In my numerous years as a public school speech-language pathologist, production-oriented approaches proved to me to be inappropriate for use with children three to six years old. The oldest and most widely used method of teaching individual phoneme segments—that of following the normal hierarchy of phoneme development—was essentially ineffective.

Children whose speech is totally unintelligible profit very little by learning to produce correctly three or four sounds; their speech generally remains unintelligible despite this progress. Young children cannot understand any type of production-oriented therapy. Reference to the /b/ sound or the /f/ sound is meaningless to them. Production tasks (such as imitating sounds and imitating words) often not only bore children, but frustrate them as well. In most cases, unintelligible children are aware that when they talk, people don't seem to understand. Yet, such children know what they are saying, and from a semantic/pragmatic viewpoint, are successfully communicating. They wonder why people ask for the statement to be repeated or don't understand. How frustrating for children! How can we as speech-language pathologists ask a child to repeat sounds and words without reinforcing this sense of frustration? I don't think we can. We often ask children to produce or practice sounds which they cannot produce easily—sounds they are not developmentally ready to produce. In my opinion, heavy emphasis on production training, particularly at the onset of therapy, only serves to call unnecessary negative attention to the child's basic difficulty.

During the past several years, I have successfully used the approach outlined in this book with children who have multiple articulation errors. I have found this approach to be a great deal of fun for both the child and the clinician. The first three groups of clinician activities are auditory training activities. These activities train the child's ears on all sounds in error in order to facilitate readiness for correct production of sounds. I suggest the fourth and final group of clinician activities, which involves production work, be used when the child demonstrates readiness for production practice (for example, begins successful sound production). I have found that using these activities, rather than initially emphasizing production work, has positive effects on the child's self-image, because the child feels successful right from the start. There is no pressure to perform, which is a welcomed relief to most young children with speech problems.

In summary, my claim is that the most important phase of therapy for unintelligible three- to six-year-old children is auditory training and discrimination. Intense emphasis on this phase often causes the traditional articulation therapy phases of establishment, transfer, and maintenance to occur spontaneously. Although I believe strongly in this approach, I am fully aware that many speech-language pathologists might be uncomfortable abandoning production work for too long. Therefore, this book is written to accommodate clinicians who would like to incorporate auditory activities into their total therapy plan. The clinician may use this book as a resource by utilizing the auditory training games and activities in whatever manner is most desirable.

Introduction

Articulation therapy is a continuum of three major phases: establishment, transfer, and maintenance (Bernthal and Bankson 1981). Eliciting correct production of error sounds is the major objective in the establishment phase of therapy. However, many authors advocate the use of auditory training activities prior to production training.

Harris Winitz states that since an articulation problem "involves a breakdown in the conceptualization of underlying phonological structure," auditory discrimination training is the recommended first step. It provides "perceptual experiences that will help a child develop a normal phonological system" (1984, p. 40). He recommends that, to help children realize and understand that their speech patterns are different from the standard patterns of the community, auditory training activities be the initial and sole focus of therapy. He supports using auditory training directed toward the child's entire sound system for a period of several months to a year. Winitz also states that research supports the idea that articulation skills can improve through auditory discrimination training independent of production training. Van Riper (1972) also argues for extensive and systematic auditory discrimination training prior to production practice. He views ear training as the "necessary perceptual defining of a standard pattern" (p. 212), and stresses the importance of emphasizing listening.

Powers (1971) outlines a six-step program highlighting a variety of auditory discrimination activities to use prior to and during production training. She states that auditory training is a powerful technique which allows the child to develop an awareness of speech sounds. Such an awareness facilitates the development of self-discrimination as well as correct production of speech sounds. She also promotes the use of sound referents; giving each sound a name (such as the "snake sound" for /s/) to clearly establish the identity of the sound for the child.

Eisenson (1972) recommends an extensive program of auditory discrimination or "speech-sound processing" prior to production activities. Berry and Eisenson (1956) suggest that auditory stimulation will develop the child's awareness of specific speech sounds. They recommend bombarding the child with the target sounds by simple repetition, and they provide an extensive list of auditory discrimination activities to use in therapy.

The earliest support for auditory activities may be the "stimulus method"—an auditory training approach that was developed more than 50 years ago for use with functional articulation cases (Travis 1931). More currently, even authors who advocate production-oriented methods believe that auditory discrimination training should not be totally abandoned. Ingram (1976) states that it may be unrealistic to desert auditory training entirely, particularly when the child demonstrates perceptual confusion between sounds. Hodson and Paden (1983) submit that since the sense of hearing is the primary channel through which most children learn to speak, it would seem logical that the unintelligible child might "profit from attending to the audible characteristics of sounds" (p. 49). They postulate that an unintelligible

child may need "more concentrated or emphasized auditory stimulation" than a child without phonological problems, and they incorporate "auditory bombardment" activities into every therapy session (p. 50).

Perhaps Monnin (1984) best substantiates the necessity of auditory training activities in her analysis of the relationship between articulation errors and speech sound discrimination for children with functional articulation problems. She states that the relationship between articulatory proficiency and auditory discrimination ability has been studied and discussed for more than fifty years. Although there are no easy answers and much of the research is inconclusive, one fact remains clear: "When speech sound discrimination performance is viewed as being specific or selective to the sound or sounds the child misarticulates, then a positive, consistent relationship can be established" (p. 18).

The activities described in this book are auditory training activities that de-emphasize production work. These training activities may be used with three- to six-year-old children who demonstrate multiple (more than six) articulation errors. By removing the burden of producing sounds, the clinician can train the child's ear so that the child will eventually be ready and able to produce sounds at an age-appropriate level. The activities are particularly useful when the child demonstrates poor or fair sound stimulability. With children who are stimulable on the correct production of error sounds, the activities can be used to facilitate the normal developmental process. The activities are best suited for children who are normal (physically, neurologically, and intellectually) and who demonstrate age-appropriate language comprehension skills. However, the activities can also be used successfully when language skills are delayed or other impairments exist.

These activities can be implemented in group or individual therapy. Both types of scheduling have advantages. In individual therapy the clinician can concentrate on one child, which is helpful in the case of a very distractible child. In the majority of cases, however, individual therapy is not necessary, particularly since these activities are not production-oriented. (A group of children can use their ears to listen simultaneously, but they cannot use their mouths to practice words simultaneously.) Because these activities predominantly involve auditory training, they lend themselves well to group therapy. Additionally, the enthusiasm of one child in a group tends to be contagious. That enthusiasm sometimes causes a shy child to participate more readily.

The three groups of auditory training activities for clinicians are listed here in hierarchical sequence from least to most difficult. Group I involves easy introductory activities. Basic auditory training games and activities are included in Group II. Group III involves more advanced auditory training games and activities. The activities in Group I need to be presented in the order in which they appear. In Groups II and III, the clinician may pick and choose activities unless otherwise specified. The fourth group of activities for clinicians incorporates production training and can be used once the child demonstrates readiness. In general, the activities are practical. Since phonemes are abstractions (McReynolds and Engmann 1975), referents for sounds are used to help the child make and retain meaningful associations and to diminish the abstract nature of phonemes. Also, nearly every activity involves the use of whole words (as opposed to sounds in isolation or in syllables) which are part of the

child's vocabulary. It is important to provide modeling and reinforcement within the context of the child's own world (Holland 1975; Snyder 1980). As sounds in error are introduced, it is suggested that meaningful words beginning with the error sounds be presented (such as body parts, clothing, or other items in the immediate environment).

Appendix 1 lists meaningful words for each of the sounds. There are two additional appendices which may be referred to in various activities: Appendix 2 involves household words, and Appendix 3 involves category words. In addition to the pragmatic orientation, these activities often help to build sound-symbol correspondence and metalinguistic awareness. The children become tuned in to sounds in general, learn to quickly and accurately identify beginning and ending sounds in words, and subsequently develop the ability to segment sounds and understand how individual sounds make up a whole word.

The manner in which these activities are executed is important. Therefore, the reader will discover that some of the activities are written descriptively, with examples specified.

Included in this volume are two groups of reproducible activity pages that can be sent home to parents. Appendix 4 includes twenty-one reproducible pages of pictures that correspond with the parent activities.

There is no doubt that a child's speech skills develop best when the parents and speech-language pathologist work together to help the child. It is our responsibility to help parents learn effective speech modeling and to provide home carryover activities. The reproducible activity pages in this book are for that purpose. Most are easy to carry out during the normal course of the day at home. In fact, they are most effective in a home context. The numerous articles in every home can be used to teach the child speech sounds. Because the child sees these articles every day, sound/symbol correspondence is easily taught and continually reinforced. For example, once the child learns that "sink" begins with the *Sammy Snake Sound*, the parent can easily remind the child and reinforce this association throughout the day: "Please put your dish in the sink. Hey, sssink . . . that word starts with the *Sammy Snake Sound*, doesn't it?" Later on in the day, the parent may say: "Mommy has to clean the sink now. Hey, there's that word again . . . sssink . . . that starts with the *Sammy Snake Sound*." If this kind of reinforcement is carried out with many other /s/ items in the home (soap, sofa, stove, ceiling, stool, stairs, cellar, spoon, soda, etc.), the child learns the beginning sound concept without difficulty. The child will probably have fun in the process. (Appendix 2 lists household words for each of the sounds.) This kind of reinforcement can be done with any speech sound. The beauty of this method is that the child learns in a natural, meaningful way. The auditory training allows the child to hear the speech sounds repeatedly, to learn sound/symbol associations, and to learn the beginning sound concept. This, in turn, facilitates the developmental process and the child's readiness to correct sounds in error. The burden of producing sounds is removed from the child. This is particularly important in the home environment, where communicative interactions should be pleasurable, not stressful. The carryover activities in this volume fulfill the parents' need to do something constructive to help their child. The activities also allow the child to feel successful and to develop at his or her own pace without detrimental pressure to perform or produce sounds.

There are two groups of home carryover activities. In Group I, you need to fill in the speech sound to be used in the activities. The activity sheet and a copy of the corresponding referent program card can then be sent home to the parent. For example, if you want the parent to work on the /f/ sound at home, make a copy of the *Firecracker Sound* program card for the parent and write "f" in the appropriate space on the activity sheet. All of the activities in Group I are written with the *Firecracker Sound* as an example of how to carry out the activity. If you want the parent to work on a different sound, ask the parent to substitute that sound for the *Firecracker Sound* in carrying out the activity. This is explained in the "Note to Parents," which should be sent home along with Parent Activity 1. For some activities, you will need to reproduce and send home one of the appendices or the set of small pictures of words beginning with the target sound (in Appendix 4); this will be clearly indicated on the activity sheet.

The parent activities in Group I should be sent home in the order in which they appear. They should be sent home one at a time, not more than two per week. When you are ready to present an additional sound you are addressing in therapy, you may again send home the same parent activities in Group I (beginning with the first one) *with a new sound filled in*, along with a copy of the corresponding program card. Note that Activities 14 and 15 require that the child be familiar with two to four sounds.

The activities in Group II require that the parent have copies of all program cards. Thus, before you send home any of the Group II activity sheets, reproduce any program cards that the parent does not have. After the parent and child do Parent Activity 1, which is prerequisite to all others in Group II, you may send home the remaining activity sheets in any order that you prefer. Send them one at a time, no more than two per week.

Materials

Clinician Activities

Referent Program Cards for 21 sounds:

- /b/—The Ball Sound
- /m/—The M-mm Good Sound
- /p/—The Popping Sound
- /w/—The Blowing Sound
- /d/—The Drum Sound
- /n/—The Nose Sound
- /t/—The Tick-Tock Sound
- /f/—The Firecracker Sound
- /v/—The Motorboat Sound
- /k/—The Cuckoo Clock Sound
- /h/—The Laughing Sound
- /g/—The Baby Sound
- /y/—The Yoyo Sound
- /l/—The Singing Lady Sound
- /th/—The Thumbelina Sound
- /r/—The Growling Dog Sound
- /s/—The Sammy Snake Sound
- /ch/—The Choo-Choo Train Sound
- /z/—The Buzzing Bee Sound
- /j/—The Jet Sound
- /sh/—The Quiet Sound

Articulation pictures—initial, final, and medial positions for all target sounds (clinician provided)

Parent Activities

Reproducible activity sheets and articulation pictures for initial position

Working Principles for Success

1. Your manner should reflect enthusiasm and exuberance. The way in which you execute these activities is important.
2. Provide positive reinforcement and praise from the start. Focus attention on the child's successes; do not focus on the child's errors. Because these activities involve limited production work, misarticulation will occur only when the child voluntarily attempts production. When that happens, make a positive comment, such as "Good try!" or "That's close!" Then provide the appropriate model for the child. In the end, the child should feel a sense of pride and will continue to make attempts independently. If the child's attempt is successful, provide enthusiastic positive reinforcement.
3. The child's ability to attend auditorily and visually needs to be enhanced from session to session. Expect the child to both listen and watch while you teach. If the child is not paying attention, do not proceed. Continue to present the sound until the child makes eye contact. The child's level of attention is largely dependent upon your manner of presentation. If these activities are fun, the child will easily learn to listen and look. Reinforcing those skills when you observe them is crucial. You can say: "I like the way you're watching my mouth. I guess I'm not going to be able to trick you."
4. Repetition is both necessary and effective for teaching the underlying concepts involved in the activities, particularly those in Group I. Repetition will help the child remember the referent name and the sound it represents and will also help the child understand the concept of beginning sounds.
5. Model the sounds as often as is possible and natural, particularly once the child starts to grasp the idea of referents. For example, the child may have already learned the *Firecracker Sound* referent. One day the child comes to therapy and talks about having just had a fourth birthday. Although the child may misarticulate /f/ when saying "four," use this opportunity to model it by saying: "You just turned ffffour [prolonged /f/, not repetitive] years old! Hey, guess what? I hear the *Firecracker Sound* . . . ffffour . . . You're ffffour years old now. Do you hear it? I hear the *Firecracker Sound* right at the beginning of that word . . . ffffour. How about that!" You may then go on to discuss the birthday in a natural conversational manner: "Did you have a birthday party?"
6. A pragmatic orientation is essential. Make the activity more meaningful to the child whenever possible. Never use a word that is not part of the child's vocabulary, unless you are planning to teach the meaning of that word simultaneously. Concentrate on key words with which the child is familiar (such as the child's own name or names of family members, body parts, clothing, or other items in the immediate vicinity).

7. Taking cues from the child is crucial. When the child makes a few successful attempts to produce a particular sound or to think of a word that begins with a particular sound, provide enthusiastic reinforcement and praise. Then begin to assess informally the child's progress with that sound. If the child can now easily produce the sound in words (even if only in one position), begin to incorporate production work (Group IV activities) on the sound into therapy.
8. The terminology that you use with the child is very important. Stay away from such terms as *wrong*, *right*, *incorrect*, *correct*, *bad*, *good*. Rather, use such terms as *old* and *new*. Once the child has reached the point of production work and successfully articulates a word, say: "Very good. You said that the new way! Good job!" If the child errs, say: "Good try, but I think that was the old way. Let's try it again and see if we can say it the new way." During auditory training activities (negative practice), ask the child to identify whether the sound or word is being produced the *old* way or the *new* way. Such terminology lacks the negative connotations associated with words such as *wrong*, *bad*, and *incorrect*. It seems to have a much healthier psychological effect on the child.
9. Use multisensory cues whenever the opportunity arises. These activities should not emphasize hearing to the exclusion of the other senses. Encouraging the child to watch your mouth takes advantage of the child's visual capacity for learning. You can provide tactile cues as well by placing your fingers on your own throat while introducing velar sounds or on your lips while introducing bilabials.
10. Task analysis and clinical judgment are crucial, as they are with any therapeutic approach. Never proceed with a task that a child is obviously unable to handle just because it is the next activity listed. Task analysis should be inherent at all times. If the child is not succeeding, you should find the level and pace at which the child can succeed.

Group I:

Introductory Auditory Training Activities

There are four major introductory activities, listed in hierarchical sequence, outlined in Group I. They should be presented to the child in the order in which they appear.

Clinician Activity 1

Introduce the referent program cards. Review all referents and the associated sounds for sounds in error and substituted sounds. That is, if the child correctly produces the /t/ sound, but substitutes /t/ for /s/, present the referents for both /t/ and /s/. (See specific instructions below for presentation of sounds.) Depending on the child, present four or more sounds per session until all sounds have been introduced. Use appropriate facial expression and vocal intonation as each sound is presented. Be sure to simultaneously teach the child to use eyes and ears by saying: "Listen very carefully and watch my mouth." (Say this as often as necessary.) Try to make the referents as meaningful to the child as possible; the specific instructions below explain how.

It is important to remember that as the referents are presented, there is no need to require the child to say the sounds. However, the child will often automatically say a sound when it is presented. Reinforce the child's initiative by saying: "That's right. You're making the *Ball Sound*, b-b-b-b-b. Good work!" If the child tries making the sound but produces it incorrectly, say: "Good try!" or "That's close!" and then correctly repeat the referent name and sound.

Specific Instructions for Presentation of Sounds. Using the referent program cards as stimulus pictures, present the target sounds in the following manner.

/b/—"This is the *Ball Sound*, b-b-b-b-b; the *Ball Sound*, b-b-b-b-b."

/m/—"This is the *M-mm Good Sound*, mmmmm; the *M-mm Good Sound*, mmmmm. She looks like she's going to eat something yummy! She's saying, 'It's M-mm good!' That's why we call it the *M-mm Good Sound*, mmmmm."

/p/—"This is the *Popping Sound*, p-p-p-p-p; the *Popping Sound*, p-p-p-p-p. See that balloon popping? It goes pop, p-p-p-p-p, the *Popping Sound*."

/w/—"This is the *Blowing Sound*, wwwww; the *Blowing Sound*, wwwww. See the man blowing up the balloon? He's making the *Blowing Sound*, wwwww."

/d/—"This is the *Drum Sound*, d-d-d-d-d; the *Drum Sound*, d-d-d-d-d."

/n/—The clinician touches the side of the nose and says: "This is the *Nose Sound*, nnnnn; the *Nose Sound*, nnnnn. You can feel your nose move when you make the *Nose Sound*, nnnnn."

/t/—"This is the *Tick-Tock Sound*, t-t-t-t-t; the *Tick-Tock Sound*, t-t-t-t-t." Hold a watch to your ear and then to the child's ear. Say: "We can listen to my watch make the *Tick-Tock Sound*, t-t-t-t-t."

/f/—"This is the *Firecracker Sound*, fffff; the *Firecracker Sound*, fffff. That's what a firecracker sounds like, fffff."

/v/—"This is the *Motorboat Sound*, vvvvv; the *Motorboat Sound*, vvvvv. Doesn't that sound just like a motor boat? Vvvvvv."

/k/—"This is the *Cuckoo Clock Sound*, k-k-k-k-k; the *Cuckoo Clock Sound*, k-k-k-k-k. When that birdie comes out of the clock, it says, 'Cuckoo, cuckoo'—the *Cuckoo Clock Sound*, k-k-k-k-k."

/h/—"This is the *Laughing Sound*, ha-ha-ha; the *Laughing Sound*, ha-ha-ha. This is the sound we make when we laugh, ha-ha-ha."

/g/—"This is the *Baby Sound*, g-g-g-g-g; the *Baby Sound*, g-g-g-g-g. Did you make that sound when you were a little baby? G-g-g-g-g."

/y/—"This is the *Yoyo Sound*, y-y-y-y-y; the *Yoyo sound*, y-y-y-y-y."

/l/—"This is the *Singing Lady Sound*, la-la-la-la-la; the *Singing Lady Sound*, la-la-la-la-la. See the lady singing? La-la-la-la-la, the *Singing Lady Sound*."

/th/—Hold up a thumb and say: "This is the *Thumbelina Sound*, ththththth; the *Thumbelina Sound*, ththththth."

/r/—Demonstrate an angry face when producing "rrrrr." Say: "This is the *Growling Dog Sound*, rrrrr; the *Growling Dog Sound*, rrrrr. Doesn't that dog look angry? It's growling! Rrrrr, the *Growling Dog Sound*."

/s/—"This is the *Sammy Snake Sound*, sssss; the *Sammy Snake Sound*, sssss. This is the sound a snake makes, isn't it? Sssss, the *Sammy Snake Sound*."

/ch/—"This is the *Choo-Choo Train Sound*, ch-ch-ch-ch-ch; the *Choo-Choo Train Sound*, ch-ch-ch-ch-ch. That's just what the train sounds like when it goes down the track, ch-ch-ch-ch-ch."

/z/—"This is the *Buzzing Bee Sound*, zzzzz; the *Buzzing Bee Sound*, zzzzz. Doesn't that sound just like a bee? Zzzzz."

/j/—"This is the *Jet Sound*, j-j-j-j-j; the *Jet Sound*, j-j-j-j-j."

/sh/—Hold finger to mouth and say "shshsh." Tell the child: "This is the *Quiet Sound*, shshshshsh; the *Quiet Sound*, shshshshsh. That's what you say to people when you want them to be quiet, shshshshsh. That's why we call it the *Quiet Sound*!"

Note: There are certain referents which children tend to remember easily. These include the *Sammy Snake Sound*, *Singing Lady Sound*, *Quiet Sound*, *Choo-Choo Train Sound*, *Buzzing Bee Sound*, *Growling Dog Sound*, and *Motorboat Sound*. It may be helpful to keep this information in mind for planning purposes.

Clinician Activity 2

Assemble articulation pictures of words that have the target sound in initial position. The example used here is /b/. Teach the concept of beginning sounds in the following manner:

- a. Choose a target sound and present the referent program card. For example, show the *Ball Sound* referent program card and say: "This is the *Ball Sound*, b-b-b-b-b." Have initial /b/ pictures ready and say:

"We're going to look at some pictures of things that start with the *Ball Sound*. All of these pictures have the *Ball Sound* right at the beginning. It's the first sound every time. Listen to me and watch my mouth as I say the names of the things in these pictures. They all start with the *Ball Sound*. Here we go: bat, b-b-bat. Do you hear the *Ball Sound*? It's the first sound in this word. You'll hear it right away when I say the word: bat, b-bat. That word starts with the *Ball Sound*."

Spend as much time as needed to teach the concept of beginning sounds. Be very repetitive if the child is having a difficult time grasping the concept. With repetition, even the younger or slower child will eventually learn the concept (particularly since referent names and picture cues are used rather than letter names).

Present the next picture: "Bike, b-b-bike. Do you hear the *Ball Sound* again? It's the first sound—bike, b-bike. That word starts with the *Ball Sound*. Here's another one that starts with the *Ball Sound*: ball, b-b-ball. That has the *Ball Sound* right at the beginning too! It starts with the *Ball Sound*; do you hear it? Ball, b-ball. Listen to the next one and remember to watch my mouth, too! Boot, b-b-boot. That starts with the *Ball Sound*. It's the first sound in that word. Boot, b-boot."

Continue presenting the rest of the initial /b/ pictures in a similar fashion. Be repetitive while saying the referent name and associated sound for each picture. Once all the initial /b/ pictures are presented in this manner, say: "All of those words started with the *Ball Sound* (show the picture as each word is reviewed): bat, bike, ball, boot, banana, belt, boat. They all have the *Ball Sound* right at the beginning. You were a good listener!"

- b. At this time, attempt to make the *Ball Sound* (or the target sound chosen) more meaningful (refer to Appendix 1) by identifying body parts, clothing, or other items in the immediate surroundings which start with the *Ball Sound*. The manner in which you do this is important. You may say: "Let's see if I can find some things in this room that start with the *Ball Sound*." Look around quizzically and say: "Oh, my goodness! I see something right here in front of me." Point in the direction of the child's stomach and say: "Belly! That starts with the *Ball Sound*! B-b-belly, belly. How about that! (Pause.) Oh, I see something else, too! It's your back. (Point to it.) B-b-back, that starts with the *Ball Sound* too! Let me see . . . what else . . . why this button right here on your shirt . . . b-button, button. Do you hear it again? I do! I hear the *Ball Sound* right at the beginning of that word—button. I don't know if I can find anything else. I already found three things that start with the *Ball Sound*. (Point to each item as you say the word, emphasizing the /b/: belly, back, button.) Is there anything else that starts with the *Ball Sound*? Let me see . . . Hmm . . . Oh, I see something else! It's your belt, b-b-belt. How about that! I hear the *Ball Sound* again—belt! (Pause.) Why look here! Right on this very table I see something that starts with the *Ball Sound*." If the child should guess correctly, offer praise excitedly. If the child doesn't venture a guess, say: "It's this book, b-b-book. I hear the *Ball Sound* in that word—book. There sure are lots of things that start with the *Ball Sound*."

It is important to make this approach exciting and fun for the child. This sets an example for the child who will, at a later date, try to

identify items beginning with the appropriate sound. Children love to do this; inevitably the child will begin to look all around the room trying to associate an item with a beginning sound. This is a fantastic beginning for learning sound-symbol relationships. Always praise the child's efforts and give help as needed. When a child succeeds, the clinician's enthusiasm is important. Tell the child: "Wow! You found something all by yourself that starts with the *Ball Sound*—bell—good job! You sure are a smart girl (or boy)!"

- c. Choose a contrasting sound that does not have features in common with the *Ball Sound*, like the *Quiet Sound*. Assemble pictures for initial /sh/ words. Present the referent program card and say: "Now we're going to talk about another sound. This is the *Quiet Sound*, shshshshsh." (Hold index finger to mouth while saying the sound.) Have initial /sh/ pictures ready and say: "Now we're going to look at some pictures of things that start with the *Quiet Sound*. Remember to listen carefully and watch my mouth every time. Here we go: shoe, shshshoe. Do you hear the *Quiet Sound*? Shshshoe—it's right at the beginning. It's the first sound in that word! Listen, shshshoe. I hear the *Quiet Sound* right at the beginning. Here's another word that starts with the *Quiet Sound*: ship, shshship. I hear it again! I hear the *Quiet Sound*. It's the first sound in that word—shshship. Do you hear it?"

Continue to present the remaining initial /sh/ pictures in this manner and then say: "All of those words started with the *Quiet Sound* (show picture as the word is reviewed): shoe, ship, shadow, shampoo, sheep, shirt, shade. They all had the *Quiet Sound* right at the beginning."

- d. Next, identify meaningful /sh/ items for the child, such as shoe, shirt, shoulders, shorts. (See Appendix 1 for examples.) Follow the same procedure as outlined for the *Ball Sound* in Activity 2b.

Clinician Activity 3

Begin auditory discrimination activities with the two sounds presented thus far. Say to the child: "Now we're going to play a game with our *Quiet Sound* pictures and our *Ball Sound* pictures. I'm going to mix them together and see if you can tell me which sound you hear, the *Ball Sound* or the *Quiet Sound*." Place the referent program cards for the *Ball Sound* and the *Quiet Sound* in front of the child. Shuffle the initial /b/ and /sh/ pictures and say: "When you hear the *Ball Sound* right at the beginning of the word, you can put the card on the table in front of the *Ball Sound* picture. (Point to the appropriate place.) But if the word starts with the *Quiet Sound*, where do you think you're going to put the card? (Wait for response.) Right! You can put it on the table in front of the *Quiet Sound* picture. Okay, here we go! Remember to listen carefully and watch my mouth so you can figure out if you hear the *Quiet Sound* or the *Ball Sound*."

Present each picture, and as the child places a card in the appropriate pile, praise the child. Rarely will a child have much difficulty with this discrimination activity. If the child makes a mistake, say: "That was a good try. But listen again. I think I hear the *Quiet Sound* in this word. Listen . . . shshshoe. That starts with the *Quiet Sound*."

If the child makes more than two or three mistakes, take a step backward and spend more time training each sound individually. Then return to this discrimination activity at a later date.

Clinician Activity 4

Continue auditory discrimination activities with a variety of target sounds.

- a. Choose another target sound and pair it with a sound that does not have common features, such as /f/ and /l/. Present the referent program cards (*Firecracker Sound* picture and *Singing Lady Sound* picture). Proceed in the same manner as with the first two sounds in Activity 2. Remember to be repetitive and enthusiastic. Frequently say the referent name and associated sound. Emphasize the concept of beginning sounds. Make it fun for the child. Once all of the initial /f/ pictures have been presented, review them as a group, review meaningful initial /f/ words, and then present the *Singing Lady Sound* in the same way. Play the discrimination game with the /f/ and /l/ initial pictures.
- b. Continue to present two unlike sounds in the manner described above. Examples of contrasting sound pairs which differ by at least two, and often three, major features (manner, place, voicing) are listed below.

/b/ and /sh/
/f/ and /l/
/s/ and /g/
/h/ and /j/
/v/ and /k/
/p/ and /z/
/r/ and /th/
/t/ and /y/
/d/ and /w/
/ch/ and /m/ or /n/

These are only examples of sound pairs; they may be paired differently. The order in which you present these sound pairs is not important. You may present them in random order or tailor your presentation to the individual child. The major objective is that the child learn the concept of beginning sounds and be able to make fairly gross speech sound discriminations.

Group II:

Basic Auditory Training Games and Activities

Once the child is familiar with all the referents presented and has successfully completed the previously outlined discrimination activities, use creativity and imagination to continue auditory training activities on all phonemes in error. That will, in turn, facilitate the child's readiness for phoneme production. Examples follow of types of activities or games which will continue to foster general sound awareness. Unless otherwise specified, these activities may be presented in any order.

Clinician Activity 1

Display the referent program cards for all target sounds. The clinician produces one of the target sounds, and the child points to the corresponding referent program card (and may name the referent as well). Do this for each referent chosen.

Clinician Activity 2

If the child can easily produce most sounds in isolation, proceed with this activity. Point to and name one of the referents and ask: "How do you make (for example) the *Motorboat Sound*?" The child then produces the sound. Repeat this step for all referents selected for work. If the child cannot remember some of the sounds, immediately demonstrate the sound.

Clinician Activity 3

Reinforce language skills by playing a game which involves a particular sound referent. Choose a target sound referent and gather the set of pictures beginning with the referent. For example, tell the child that all the pictures you have begin with the *Singing Lady Sound*. The child has to guess what the pictures are by listening to clues, such as: "This is something that you can climb up." (The referent is *ladder*.) Continue giving clues until the child is successful. In the end, review the names of all the pictures, emphasizing the *Singing Lady Sound*. Repeat the game with a variety of target sounds.

Clinician Activity 4

This activity is similar to Activity 3, except that one child gives the clues and the clinician or other children in the group do the guessing.

Clinician Activity 5

Present a referent program card for any target sound and ask the child to think of as many words as possible that begin with the sound. Repeat for a variety of target sounds. It is helpful and motivating to use positive reinforcement, such as giving the child a plastic counter for each word volunteered.

Clinician Activity 6

This activity, similar to Activity 5, can reinforce language skills by making the word choices more restrictive. Present a referent program card for a target sound. Ask the child to name, for example, two foods or two animals that begin with the sound. (Refer to Appendix 3.) If the child is stumped, provide descriptive hints.

Clinician Activity 7

If the child could easily cope with the discrimination activities involving two unlike sounds (Group I, Activity 4b), present the same discrimination activities for target sounds differing by only one feature (for example, /t/ and /s/, /k/ and /g/, /l/ and /v/). Thus, the child will be trained to make much finer speech sound discriminations.

Clinician Activity 8

This activity is similar to Activity 7. For contrast training, choose a target sound and pair it with the error sound. If, for example, the child substitutes /p/ for /f/ in the initial position, place the referent program cards for the *Popping Sound* and the *Firecracker Sound* on the table. Then give pictures of objects which begin with those sounds to the child. Ask the child to sort the pictures.

Clinician Activity 9

Give the child a referent program card to hold (such as the *Choo-Choo Train Sound*), and walk around the room helping the child search for things that start with that sound. Point to various items and say: "Chair, ch-ch-chair. Does that start with the *Choo-Choo Train Sound*? (Wait for response.) Yes, it does! Good work! Desk, d-d-desk. Does that start with the *Choo-Choo Train Sound*? No, it doesn't. Let's keep walking and see what we can find. Chalkboard, ch-chalkboard. Does that start with the *Choo-Choo Train Sound*? Yes, it sure does—chalkboard." Proceed in this fashion. Do the same with different referent program cards. Positively reinforce all of the child's attempts at locating appropriate items.

Clinician Activity 10

This is the same as Activity 9, except using body parts.

Clinician Activity 11

Focus on one referent. Review it with the child: "Today we're going to listen for the *Sammy Snake Sound*. I'm going to say many words that start with the *Sammy Snake Sound*, and I want you to listen carefully. Here we go. (Show pictures or just present words; emphasize the beginning /s/ sound in each word: sun, soup, sandwich, supper, seven, see, sad, song, sit, sell, soft, sand.) Do you hear *Sammy Snake* in all of those words? Yes, I do, too. Now I'm going to say some more words. Sometimes you'll hear *Sammy Snake* at the beginning, but sometimes you won't. Sometimes you'll hear a different sound. I want you to say 'yes' (or point to the *Sammy Snake* program card) when you hear *Sammy Snake*. If you don't hear *Sammy Snake*, say 'no.' Okay? Here we go." (Emphasize the initial sound of each word: seven, sit, pail, soup, mummy, chair, sing. Pause for appropriate response after each word.) If you use pictures, you can determine a winner by counting the pictures the child has won as opposed to yours. To help the child stay on task, provide a reminder after every few words by saying, "Do you hear the *Sammy Snake Sound* in this word?"

Clinician Activity 12

Choose four picture cards, three of which begin with the same sound and one that begins with a different sound. Ask the child to determine which card doesn't belong with the rest. Provide assistance and modeling as needed.

Clinician Activity 13

Choose a target sound in order to engage in negative practice. For example, if the child consistently substitutes /d/ for /sh/ in the prevocalic position, gather several initial /sh/ pictures and say to the child: "I have a bunch of *Quiet Sound* pictures here. All of these words start with the *Quiet Sound*. I want you to listen carefully and tell me if I say the *Quiet Sound* the new way or the old way. Okay? Here we go—shshoe . . . Was that the old way or the new way? Right! That was the *new* way. Let's listen to the next one—dampoo . . . Did I say that the old way or the new way? Good job. That was the *old* way." Continue this way for a variety of target sounds.

Clinician Activity 14

Present the referent program card for a particular sound and review the sound it represents. Hide objects (or pictures) around the room that begin with that referent and have the child hunt for them. After all of the hidden objects are found, review the names of the objects, emphasizing the beginning sound. Repeat the procedure using other target sounds.

Clinician Activity 15

Make a poster for each of the target referents. With the child, look through magazines for pictures of common items that begin with target referents. Have the child cut out the pictures and paste them to the appropriate posters. Model sounds and provide auditory training while looking through the magazines.

Clinician Activity 16

This is a "Go Fish" activity. Assemble two sets of matching pictures for any target sound. Mix up the pictures, and deal five pictures each, face down, to yourself and to the child. Start the game by looking at your pictures and asking the child for a match to one of your pictures. Emphasize the target sound as you name the picture you want. If the child does not have a match, draw a picture from the top of the stack. Lay any matching pair face-up in front of you.

Ask the child to take a turn and do what you have done. Again, emphasize the target sound when you respond to the child's request for a picture. Remember not to expect the child to say the target sound correctly when asking for a picture. The winner is the player who collects the most matching pairs.

Clinician Activity 17

This activity is another "card game." Present two sets of matching pictures for any target sound. Mix up the pictures, and spread them face down on the table. Take turns with the child turning over two pictures at a time, looking for matching pictures. If two pictures match, the player takes the matching pair and lays them face up on the table. Each time a picture is turned over, name it for the child, emphasizing the target sound. The winner is the player who collects the most matching pairs.

Clinician Activity 18

Present the referent program card for a target sound and a corresponding set of pictures beginning with the target sound. Allow the child to be the teacher for the day. Ask the child to show you the pictures, one at a time, so that you can name each picture. As the teacher, the child will tell you if you said the target sound correctly.

After you have named each picture correctly, ask the child if there is anything else that "the teacher" would like you to do. If the child thinks of something, do whatever is asked, if possible. If the child cannot think of anything, suggest this: "Maybe you could ask me to try to think of more words that start with our sound besides the pictures I already named."

Clinician Activity 19

Ask the child to choose a favorite picture book. Read the book to the child. Then go back to the beginning of the book, and ask the child to name one of the pictures on the first page. Help the child determine the beginning sound of the picture. For example, if the child names "car," show the child the *Cuckoo Clock* program card and say, "Car, c-c-car, I think that word starts with the *Cuckoo Clock Sound*, c-c-car. Do you hear the *Cuckoo Clock Sound* in that word? Yes, I do, too."

Proceed to the second page of the book and again ask the child to name a picture. Show the appropriate program card and help the child determine the beginning sound. Continue to do this for each page in the book as long as the child remains interested. Reinforce any target sounds that may come up.

Clinician Activity 20

Ask the child to name all of the Sesame Street® characters that he or she knows. As the child names the characters, write them down. Offer assistance if the child needs it. Then review the list, helping the child determine the beginning sound of each name. Show the corresponding referent program card for each name that begins with a target sound. Reinforce the target sounds that come up.

Clinician Activity 21

Play "Charades" with animal names. Say to the child: "I want you to think of an animal, but don't tell me what it is. Pretend to be the animal, and I'll try to guess what it is." Once the child acts out an animal and you guess it, help the child determine the beginning sound of the animal name. Show the corresponding referent program card. Continue the activity as long as the child can think of animals to act out. When the child runs out of ideas, take a turn acting out a few animals whose names begin with target sounds. (Refer to Appendix 3—Category Words/Animals for ideas.)

Clinician Activity 22

Give the child a ball, and ask the child to think of everything he or she can do with it, such as hold the ball, throw it, catch it, bounce it, roll it, kick it, play with it, etc. Allow the child to do each thing, then help the child identify the beginning sound of each action word. Show the corresponding referent program card for each word that begins with a target sound. Reinforce the target sounds that come up.

Clinician Activity 23

Play a game of "action words" with the child. Ask the child to think of all the things that children can do or like to do, such as running, walking, sitting, standing, kneeling, lying down, hopping, skipping, jumping, playing, dancing, singing, laughing, coloring, drawing, reading, watching TV, riding bikes, etc. Allow the child to do as many things as are possible, and help the child identify the beginning sound of each action word. Show the corresponding referent program card for each word that begins with a target sound. Reinforce the target sounds that come up.

Clinician Activity 24

Play a game of "emotions" or "feelings" with the child. Tell the child that you are going to show different expressions on your face, and ask the child to guess how you feel. Help the child identify the beginning sound of each feeling. Show the corresponding referent program card for each word that begins with a target sound. Reinforce the target sounds that come up.

Clinician Activity 25

Help the child identify the beginning sounds of primary colors, days of the week, and months and seasons of the year (if the child is familiar with them). As each name is said, present the corresponding referent program card to reinforce the beginning sound. Reinforce the target sounds that come up.

Clinician Activity 26

Choose three or four referents (for example, use /k/, /sh/, /l/, and /z/). Assemble five to ten pictures of common items beginning with each of the referents, and mix them together. Place the appropriate referent program cards on the table. Show the pictures one at a time to the child. Name each item, emphasizing the initial sound, and ask the child to identify the initial referent and place the picture on the appropriate referent program card.

Initially, introduce and explain this activity. You could say: "We're going to play a game with some of our sounds. I have a bunch of pictures here. Some of them start with the *Cuckoo Clock Sound*, some of them start with the *Quiet Sound*, some of them start with the *Singing Lady Sound*, and some of them start with the *Buzzing Bee Sound*. I'm going to mix them all up and see if you can tell me which sound you hear right at the beginning of each word."

Of course, as with any therapeutic activity, task analysis is very important. If this task seems too difficult for the child, break down the task to make it simpler. Find the level at which the child can succeed. Give the child several examples. Present a picture and say: "Llllamb, llllamb. I hear the *Singing Lady Sound* at the beginning of that word, llllamb. Do you hear it?" Present the next picture and say: "Shshship, shshship. I hear the *Quiet Sound* in that word. Listen . . . shshship, that starts with the *Quiet Sound*." Proceed to give examples of initial /k/ and /z/ pictures. Then have the child independently identify the rest of the beginning sounds. If the task is still too difficult, try reviewing the pictures. Present all of the initial /k/ pictures to the child and say: "All of these words start with the *Cuckoo Clock Sound*." Then name each word, emphasizing the beginning /k/ sound. Present the /sh/ pictures as a group, then the /l/ pictures, and finally the /z/ pictures in the same fashion. With such an organized auditory training introduction, the

child may then be able to discriminate the initial sounds. If not, choose only three sounds, or go back to two sounds.

On the other hand, if this task is easy for the child, gradually add more and more referents to the mixed group of pictures. Continue adding referents until all referents that need to be addressed are included. Thus, as the child progresses with this task, pictures for as many as fifteen to twenty sounds may be presented. The child can place all of the correctly identified pictures in a pile. Incorrectly identified pictures can go in a pile in front of the clinician. At the end of the activity, the child and clinician can count each pile to determine the winner (the child, of course). Having a pile of thirty-seven pictures while the clinician has only three will thrill the child!

This game is one that can be played with the child regularly. Minor aspects of the game may be varied so it is not exactly the same game every time, but the discrimination skill remains the same.

Group III: Advanced Auditory Training Games and Activities

Once the activities in Group II become easy and the child is beginning to develop a sharp awareness of sounds, continue with additional auditory training at a more advanced level. The following activities may be presented in any order unless otherwise specified.

Clinician Activity 1

Choose a referent program card (such as the *Sammy Snake Sound*), and assemble several pictures with the sound in the *final* position. Present the referent card to the child and explain: "We've learned lots of words that start with the *Sammy Snake Sound*, haven't we? (Emphasize the initial /s/ while saying several /s/ words.) Sun, supper, sandwich, soup, seven, song, sailboat—all those words start with *Sammy Snake*. Now we're going to learn about words that have the *Sammy Snake Sound* at the end. They don't start with *Sammy Snake*, but you'll hear the *Sammy Snake Sound* at the end of the word—it will be the last sound in the word." Present final /s/ pictures one at a time, emphasizing the final sound and continually reinforcing the concept of final sounds. Spend as much time as necessary to teach the concept by presenting additional referents in the final position. Once a deck of final /s/ pictures has been presented, repeat the procedure with another referent program card. Say: "Now let's listen to some words that end with the *Baby Sound*. Do you remember the *Baby Sound*? G-g-g-g-g. We're going to hear that sound right at the end of all of these words." Have final /g/ pictures ready and present them in the same manner as /s/. Continue with additional target referents. This is purely an auditory training listening activity.

Clinician Activity 2

Once an adequate amount of time has been spent on Activity 1, begin discrimination activities with final sounds. Choose two unlike sounds (refer to sample list of contrasting sound pairs on page 12) or choose target/error sounds (if the child is ready), and present the referent program cards for each. Proceed in the same manner as with initial sound discrimination. For example, present the referent program card for /s/ (the *Sammy Snake Sound*) and say: "Let's look at some pictures of things that have the *Sammy Snake Sound* right at the end. Listen to me and watch my mouth as I name these pictures. They all end with the *Sammy Snake Sound*. Here we go. (Show each picture and emphasize final /s/: house, bus, horse, face.) After each word or two (or three), say: "Do you hear *Sammy Snake* at the end?" Repetition—saying the referent name and associated sound often—remains important in teaching the concept of final sounds.

After you have presented the final /s/ pictures, show the *Baby Sound* referent program card and say: "Now we are going to look at some pictures of things that end with the *Baby Sound*. Remember to listen carefully and watch my mouth every time. The *Baby Sound* will be at the end of every word. It will be the last sound you hear. Ready? Bug, bug. Do you hear the *Baby Sound* at the end? Yes, I do, too. Here's another

one: wig, wig . . . pig, dog." Once that exercise is completed, review the fact that the child listened to words that ended with the *Sammy Snake Sound* and words that ended with the *Baby Sound*.

Then say: "Now let's play a game and see if you can tell me which sound you hear at the end. I'm going to mix my ending *Baby Sounds* and my ending *Sammy Snake Sounds*. You tell me which sound you hear at the end." Proceed as outlined for initial sounds. If the child succeeds with this final sound discrimination task, continue to present two additional sounds at a time for extended final sound discrimination practice.

Clinician Activity 3

Refer to Activity 11 in Group II. Shift the focus to final sounds.

Clinician Activity 4

Refer to Activity 12 in Group II. Shift the focus to final sounds.

Clinician Activity 5

Refer to Activity 16 in Group II. Shift the focus to final sounds.

Clinician Activity 6

Refer to Activity 17 in Group II. Shift the focus to final sounds.

Clinician Activity 7

Refer to Activity 18 in Group II. Shift the focus to final sounds.

Clinician Activity 8

Refer to Activity 26 in Group II. Shift the focus to final sounds. Mix together several pictures of common items that end with three or four different referents. The child will then need to listen for final sounds rather than initial sounds. Reinforce the final sound concept as necessary. As explained in Activity 26 of Group II, task analysis is essential. Break down the task until the level at which the child can achieve is reached.

Clinician Activity 9

Choose a referent program card (such as the *Choo-Choo Train Sound*), and assemble several pictures with the sound in the *medial* position.

Introduce the concept of medial sounds by telling the child: "We know that all of our sounds are right at the beginning of lots of words, and all of our sounds are at the end of lots of words, too. Well, guess what? Sometimes our sounds are right smack in the middle of words. Let's listen to some words and see if we can hear some sounds in the middle." Present a referent program card such as the *Choo-Choo Train Sound*. Have medial /ch/ pictures ready.

Say to the child: "Do you remember the *Choo-Choo Train Sound*? Sometimes words start with the *Choo-Choo Train Sound*, like chair, chin, cheek, chalk. Remember those words that start with the *Choo-Choo Train Sound*? Good. And remember we talked about words that end with

the *Choo-Choo Train Sound*, like couch, witch, patch. Now let's look at some pictures of things that have the *Choo-Choo Train Sound* in the middle—not first, and not last—but right in the middle." Present each picture. As each word is said, point to your mouth as the medial /ch/ sound is articulated. Say: "Matches, match-ches. Do you hear the *Choo-Choo Train Sound* right in the middle? I do, too. It doesn't start with *Choo-Choo Train* and it doesn't end with *Choo-Choo Train*; that *Choo-Choo Train Sound* is right in the middle—matches!"

Continue to present a few medial /ch/ pictures in this fashion. The clinician may do this with other medial sounds as well, but it is not necessary to engage in discrimination activities. The purpose of this listening activity is to let the child know that sounds can occur in the middle of a word.

Clinician Activity 10

Mix pictures that *begin* with a particular sound with pictures that *end* with the same sound. The child then has to identify the position of the sound. For example, present the referent program card for the *Buzzing Bee Sound* and review the sound: "Sometimes the *Buzzing Bee Sound* is right at the beginning of a word and sometimes it is at the end of a word. I want you to listen as I name these pictures, and tell me where you hear the *Buzzing Bee Sound*—first or last." (Use whatever terminology is familiar to the child.) Present pictures for a variety of target sounds.

Clinician Activity 11

This activity is similar to Activity 10, but incorporates medial pictures as well. The child has to identify whether the sound is first, last, or in the middle. This may be difficult for some children. A test/teach or task-analysis approach is necessary. Good clinical judgment is necessary as well. This activity is probably not appropriate for a three-year-old child, but may be fine for a child of five.

Clinician Activity 12

Auditory training and discrimination at the phrase or sentence level can be incorporated once the child is competent at the word level. Choose a target sound and present the referent program card (for example, the *Growling Dog Sound*). Compile several initial /r/ pictures and tell the child: "All of these pictures start with the *Growling Dog Sound*. I'm going to tell you something about each of these pictures, and you have to tell me if I say the name of the picture the old way or the new way. Are you ready?" Present the first picture (for example, a raincoat) and say: "Yellow raincoat . . . Did I say that *Growling Dog* word the old way or the new way? That's right! I said it the *new* way. Okay, let's listen to the next one." Present the next picture (for example, a rope) and say: "Long wope . . . Was that the old way or the new way? Good listening! That was the *old* way." Continue with the remaining initial /r/ pictures.

Once the phrase level is easy for the child, proceed to the sentence level. For example, say to the child: "I'm going to make up a whole sentence for each of these pictures. You listen for this *Growling Dog* word (point to the picture) in my sentence, and tell me if I say it the old way or the new way. Okay, here we go." Present the picture (for example, rain) and say naturally: "It is raining. Did I say that *Growling Dog* word the old way or the new way? Right! That was the *new* way." Continue to develop short sentences for initial /r/ pictures and produce /r/ correctly most of the time; occasionally interject "the old way." This phrase- and sentence-level auditory training can be used for any of the target sounds.

Clinician Activity 13

Choose a group of pictures that begin and end with a variety of target sounds. Present each picture and ask the child to identify the beginning sound referent and the ending sound referent.

Clinician Activity 14

Make a list of all the significant people in the child's life: family members, teachers, friends, relatives (pets, too). Select the names that begin or end with any of the target sounds, and present them to the child. Ask the child to identify the beginning or ending sound referents.

Clinician Activity 15

Self-discrimination often begins to occur spontaneously as the child becomes increasingly aware of speech sounds. However, for a self-discrimination activity, select a target sound that the child can produce correctly at least some of the time. For example, compile a set of initial /f/ pictures and name each picture for the child, emphasizing the /f/ sound. Then have the child name each picture. After the picture is named, ask the child whether that was the old way or the new way of saying the *Firecracker Sound*. Do this for any target sounds on which the child is stimutable.

Clinician Activity 16

By using referents, phoneme segmentation activities and rhyming activities are very easy to do with young children. Select a picture of a simple word, such as *cat*. The child will know that the word begins with the *Cuckoo Clock Sound*. Present several additional referent program cards. Substitute those sounds for the *Cuckoo Clock Sound* to make new words. (Example: the *Firecracker Sound*—fat; the *Growling Dog Sound*—rat; the *Sammy Snake Sound*—sat.)

Group IV: Production Training Ideas

Production work is not necessary during the activities listed in Groups I, II, and III. However, when the child successfully and independently attempts sound production, the child is demonstrating readiness for production work on that particular sound or sound group. Provide enthusiastic praise and reinforcement for the child's attempts, and then incorporate production work at the word level on those sounds. Remember to use the terms *old way* and *new way* throughout production activities. When the child misarticulates, make light of the error and say: "Good try, but I think that was the *old way*. Let's see if we can say it the *new way*."

Clinician Activity 1

Once the child demonstrates readiness for production work, make a "Speech Book" for the child. Any type of notebook can be used. Use the sound referents the child has learned so well to help make the speech book meaningful to the child.

- a. If the child is demonstrating readiness for /l/ production, for example, make a copy of the *Singing Lady* referent program card, and tape it into the child's speech book. Tape initial /l/ pictures into the book for home practice. Include final /l/ pictures and medial /l/ pictures when the child is ready.
- b. When the child is ready for phrase work, use the pictures to develop a rebus of phrases to include in the speech book. Add simple adjectives for phrase work. If some of the initial /l/ pictures taped into the Speech Book are *lamb*, *lady*, *lips*, *legs*, *ladder*, *lamp*, have the child:
 - (1) Color the lips red and lamb white to practice the phrases *red lips* and *white lamb*.
 - (2) Draw a tall lady next to the picture of the shorter lady in order to practice the phrases *short lady* and *tall lady*.
 - (3) Draw a stick figure on the ladder to practice the phrase *climb the ladder*.
 - (4) Write the words *two* and *big* in front of the respective pictures *legs* and *lamp* in order to practice the phrases *two legs* and *big lamp*.

Despite the fact that they may be nonreaders, children will learn the printed words through rote memory as the phrases are practiced.

- c. Once the child has progressed to the sentence level, printed words can also be incorporated into a rebus. Make additional copies of the original /l/ pictures and tape them into the speech book. For example:

The  is nice.

I have 2 .

The  is broken.

For any sound the child is able to produce easily, this type of word, phrase, and sentence work may be included in the speech book. Present the speech book to the child with enthusiasm and exuberance. Make the child really feel good about the work in the speech program so the child will become proud of the speech book. The clinician could say to the child: "Today is really a special day. You've been doing such a good job with your sounds that I'm going to give you your very own speech book!" Present the speech book to the child and say: "This is going to be your speech book. I'm going to write your name right on the cover of it, so everyone will know it belongs to you. We're going to put lots of our work in your speech book so that you can take it home and show everyone what you've been learning. We'll put a little bit in your book every time you come to speech class. Before you know it, your whole book will be filled!"

It is rare to find a child who does not become excited about having a speech book when it is presented in such a manner. Children are usually quite proud of the books and cannot wait to take them home in order to practice in front of their families. Since there will never be any material in the speech book that the child cannot produce easily, there is less need to worry about the parents' method of interaction or reinforcement. Parents should be advised to help review the work in the speech book only if the child is interested in doing so. The child should never be forced to practice. In most instances, if dealt with properly, the child will want to practice daily.

Clinician Activity 2

Another way to use the speech book idea with many children (particularly three- and four-year-olds) is a monosyllabic whole word approach—training all sounds in error in initial and final positions simultaneously.

- a. Enthusiastically present the speech book to the child. Look through old magazines with the child for pictures of common items that begin and end with target consonant sounds and are only one syllable in length. The child can paste the pictures in the speech book, one picture on a page. Write the word at the top of the page and underline the beginning and ending sounds. Review the initial and final referents for each word or have the child figure it out. (For example, the child should be able to say that "sun" starts with the *Sammy Snake Sound* and ends with the *Nose Sound*.) Provide whatever help is needed. The task is simply to have the child name each picture.

Because a variety of sounds are represented in these whole words, the child will get simultaneous practice on all error sounds. Whenever the child errs, point out the referent that was forgotten or said "the old way." For example, if the child says *no* when naming *nose*, say: "Nose. I hear the *Buzzing Bee Sound* at the end of that word. Nose. I think you forgot about that poor *Buzzing Bee*. Let me hear you say it with *Buzzing Bee* at the end." If the child says *peet* for *feet*, say: "That word starts with the *Firecracker Sound*—feet. Can you make the *Firecracker Sound* at the beginning of that word?"

If the child is not easily stimulable at the word level, such production work is not appropriate. Include only whole words that have sounds the child can produce without much difficulty. If the child is not at all stimulable on a specific sound, then auditory training should remain the focus for that sound. Add pictures to the speech book as progress is made.

Clinician Activity 3

- b. Once the child can cope with the word level without difficulty, continue to the phrase level. Using the words that are in the child's book, the clinician and the child can develop phrases for each word. Ask the child to say something about the picture, and write the phrase below the word. Children tend to remember self-made phrases more easily than clinician-made phrases. Thus, even a child who is a nonreader will tend to "read" or remember the phrases as each page in the book is reviewed. (Examples of simple phrases: *fat pig, my Daddy's car, boat in the water, two feet, dog barking, black cat.*)
- c. Once the child can easily handle the phrase level, sentences can be developed for each of the key words in the book.
- d. Help the child develop a short story for each key word. Use the key word frequently in the story. However, the clinician may discover that going beyond the sentence level with this approach is not needed. As a result of the intensive auditory training activities, carryover may occur automatically.

Traditional therapy beginning at the whole-word level may also be conducted.

- a. Present a referent program card for a target sound, plus a set of pictures having the target sound in the initial position. Have the child name each picture the new way. Provide positive reinforcement for correct use of the referent.
- b. If the child is ready for it, do the same for the target sound in the final position.
- c. Optional exercise: Do the same for the target sound in the medial position (if the child is ready for it).
- d. Proceed in the same fashion for:
 - target words within phrases
 - target words within sentences
 - target words within paragraphs or short stories
 - target words within structured conversational speech
 - target words within spontaneous, automatic speech.

The child may progress from the word level to the carryover level without ever having focused on the levels in between. Because the child is so tuned in to the sound and independently begins to produce it correctly in words, carryover may occur spontaneously.

Note to Parents

Parents are the natural teachers of their children. You have many opportunities every day to teach your child in a natural, informal way. In fact, your child learns *best* when you teach things as they come up naturally during the course of the day. Speech skills can be taught very effectively this way.

SPEECH MODELING

The most important technique you can use to help your child's speech is that of *modeling*. When your child says something incorrectly and you repeat it correctly in a natural, conversational manner, you are using effective speech modeling. For example:

Child: "Mommy, wook at the wabbit!"

Mother: "Lllook at the rrrabbit! I see the rrrabbit. Isn't the rrrabbit cute?"

By emphasizing the /r/ and /l/ sounds in her words, the mother is providing ear training on these sounds without calling negative attention to the child's errors. The mother simply repeats what the child says, and then goes on to say another related sentence to let the child know she is interested in what he or she is saying. This is what effective speech modeling is all about. It is important for your child to feel that you are hearing the message, not just listening to correct the speech. If you say, "It's not a wabbit, it's a rrrabbit," that type of response stifles your child's enthusiasm. A typical child is not interested (and *should not* be interested) in *how* he or she says a word; the child is mainly interested in getting a message across. Thus, it is important for you to respond to your child's message in an accepting and natural way.

HOME ACTIVITIES

The home activities you will receive are based on these concepts. All of the activities are *auditory* (hearing) activities that require your child to listen, not to speak. Your child will not be asked to *say* the speech sounds that cause difficulty; the child will be asked only to *listen* to those speech sounds during a variety of fun activities. These listening activities, in turn, help your child become ready to practice saying the speech sounds at a later date.

After you have completed a few activities, you may notice that your child starts to remember words independently and tries to say them. This is wonderful. But, remember, it *does not matter* whether or not your child says the words correctly. The important thing is that your child is *trying* and is beginning to make the connection between a particular sound and a word. Always praise your child's efforts—even if they are not successful—with phrases such as, "Good try!" or "That's close!" Then repeat the difficult words, emphasizing the beginning sounds in your own speech.

Sometimes your child may surprise you and say a difficult word correctly. When that happens, praise your child by saying: "Wow! I heard you say that word *the new way!* That was excellent!" Avoid using phrases

such as "the right way," which implies that you are judging your child's performance and that anything other than perfection is "wrong." Instead, "the new way" is a phrase that acknowledges your child's efforts to learn something new.

Don't be surprised if your child says a word correctly one time, and incorrectly—the old way—the next. This is very common when a child is learning speech sounds. The rule of thumb is: **Always accept whatever your child says—correct or incorrect—then model it correctly for your child to hear.** All of the home activities are success-oriented, so you will have many opportunities to praise your child for correct responses. Also, many activities can be done during the normal course of the day and do not require special preparation.

HAVE FUN

It is important that you and your child have fun with the home activities. They should not be demanding or stressful. If your child is not in the mood for the home activities on a given day, skip them.

Your child may not be able to pay attention to an activity for more than 15 minutes. Some of the activities take less time than this; others take more. Watch your child for cues as to when to stop. As long as your child is interested and having fun, continue an activity until you finish it. If your child becomes distracted and is not having fun, shorten the activity.

Because the activities are simple, enjoyable, informal activities, sometimes your child won't even realize that you are "working" together. Many activities have been taken from typical household routines that naturally involve your talking together.

If you have problems with any of the activities, talk with your child's speech-language pathologist. Don't share your concerns with your child. Your child's speech skills will develop best when you and the speech-language pathologist work together as a team.

TARGET SPEECH SOUNDS

Following is a list of the *target speech sounds*:

- /b/—the Ball Sound (repetitive: b-b-b-b-b)
- /m/—the M-mm Good Sound (continuous: mmmmm)
- /p/—the Popping Sound (repetitive: p-p-p-p-p)
- /w/—the Blowing Sound (continuous: wwwwww)
- /d/—the Drum Sound (repetitive: d-d-d-d-d)
- /n/—the Nose Sound (continuous: nnnnn)
- /t/—the Tick-Tock Sound (repetitive: t-t-t-t-t)
- /f/—the Firecracker Sound (continuous: fffff)
- /v/—the Motorboat Sound (continuous: vvvvv)
- /k/—the Cuckoo Clock Sound (repetitive: k-k-k-k-k)
- /h/—the Laughing Sound (repetitive: ha-ha-ha-ha-ha)*
- /g/—the Baby Sound (repetitive: g-g-g-g-g)
- /y/—the Yoyo Sound (repetitive: y-y-y-y-y)
- /l/—the Singing Lady Sound (repetitive: la-la-la-la-la)*
- /th/—the Thumbelina Sound (continuous: ththththth)
- /r/—the Growling Dog Sound (continuous: rrrrr)

*Technically, the /h,l/ sounds are continuous sounds. However, they are more meaningful to children when they are presented as repetitive sounds.

/s/—the Sammy Snake Sound (continuous: sssss)
 /ch/—the Choo-Choo Train Sound (repetitive: ch-ch-ch-ch-ch)
 /z/—the Buzzing Bee Sound (continuous: zzzzz)
 /j/—the Jet Sound (repetitive: j-j-j-j-j)
 /sh/—the Quiet Sound (continuous: shshshshsh)

These 21 sounds have been given names that are meaningful to young children. They are fun to work with and easy to remember.

Some of the sounds are *repetitive*, which is shown by a dash between letters, such as b-b-b-b-b. The dash means that you have to repeat the “b” sound, saying it over and over again. The other sounds are *continuous* and are written without dashes, such as mmmmm. You don’t repeat a continuous sound. Instead, you say the sound and hold it.

LETTER SOUNDS vs. LETTER NAMES

One important matter is the difference between a letter *sound* and a letter *name*. **The target speech sounds are said for the child as they sound, not as they are pronounced in the alphabet.** As examples, /b/ is not said as “bee”; it is said by the sound /b/ makes: /b-b-b/. The speech sound /f/ is not presented to the child as “eff”; it is presented by the sound /f/ makes: /fffff/. Likewise, /v/ is not presented to the child as “vee”; it is presented by the sound /v/ makes: /vvvvv/.

The letter /k/ makes the /k-k-k/ sound; we hear this sound in words that are spelled with the letter /k/, such as “kitten,” and we also hear this sound in some words that are spelled with the letter /c/, such as “cat.” Thus, “kitten” and “cat” both begin with the /k/ sound (the *Cuckoo Clock Sound*). The letter /s/ makes the /sssss/ sound; we hear this sound in words that are spelled with the letter /s/, such as “sun,” and we also hear this sound in some words that are spelled with the letter /c/, such as the name “Cindy.” Thus, “sun” and “Cindy” both begin with the /s/ sound (the *Sammy Snake Sound*).

The point to remember is that a letter’s name or how a word is spelled is not necessarily the same as how a letter or word sounds. For the purpose of speech development, the focus is always on how a letter or word *sounds*.

WHICH SOUNDS TO WORK ON

Your child’s speech-language pathologist will show you which sound to work on by writing it on each home activity sheet that is sent home.

The *Firecracker Sound* is the example used on all activity sheets. If you are supposed to work on another sound, simply substitute your sound for the *Firecracker Sound* in all of the directions. For instance, if you are supposed to work on the *Quiet Sound*, read everything on the activity sheet, but say the *Quiet Sound* instead every time the *Firecracker Sound* appears. If you are supposed to work on the *Singing Lady Sound*, substitute the *Singing Lady Sound* for the *Firecracker Sound*, etc.

Group I:

Parent Activity 1

CLINICIAN DIRECTIONS

1. Reproduce this activity sheet, the program card for the target sound, and Appendix 1—Meaningful Words.
2. Write the target sound in the blank provided under Parent Directions.

PARENT DIRECTIONS

Note: Your target speech sound is _____. The *Firecracker Sound* is used as an example throughout this activity. If you are working on a different sound, simply substitute that sound each time the *Firecracker Sound* appears in the directions.

1. Read through the entire activity before beginning it with your child.
2. Show your child the picture for the target speech sound. For example, if you were working on the /f/ sound, you would show the *Firecracker Sound* picture.
3. Say to your child: "This is the *Firecracker Sound*, fffff (continuous, not repetitive); the *Firecracker Sound*, fffff. That's what a firecracker sounds like, fffff."
4. Your child does *not* have to say the sound. However, if your child does try to repeat the sound after you, praise your child by saying: "That's right. You're making the *Firecracker Sound*, fffff. Good work!" If your child tries to make the sound but says it incorrectly, say: "Good try!" or "That's close!"
5. Refer to Appendix 1—Meaningful Words. Look for words on the list that start with the *Firecracker Sound* that your child will know. Body parts, clothing, and other items around you are good choices. For example, say: "Let's see if I can find some things that start with the *Firecracker Sound*." Look around with a puzzled look and say: "Oh, my goodness! I see something right there in front of me!" Point to your child's face and say: "Face! That starts with the *Firecracker Sound*! Fface, face. How about that! (Pause.) Oh, I see something else, too! It's your foot. (Point to it.) Ffoot, that starts with the *Firecracker Sound*, too! Let me see . . . what else . . . fffingers. (Point to them.) . . . Hey, how about that! I hear the *Firecracker Sound* in fffingers, too! I don't know if I can find anything else. I have already found three things that start with the *Firecracker Sound*: face, foot, fingers." (Point to each as you say the word, emphasizing the /f/ sound.) "Is there anything else that starts with the *Firecracker Sound*? Let me see . . . Hmm . . . Oh, I see something else! It's your forehead, ffforehead. How about that! I hear the *Firecracker Sound* again . . . forehead. (Pause.) Why, look here! I see something that we use almost every day that starts with the *Firecracker Sound*. It's the phone, fffone. I hear the *Firecracker Sound* in that word . . . phone. There sure are lots of things that start with the *Firecracker Sound*!"

6. Review the words that you identified, emphasizing the *Firecracker Sound*. Say to your child: "Let's go over all the things we found that start with the *Firecracker Sound*: ffface, fffoot, fffingers, ffforehead, fffone."
7. Provide a blank piece of paper and crayons, and ask your child to draw and color one of the things you identified. If your child chooses to draw a face, for example, accept whatever your child draws. Write the word "face" at the top of the paper and say the word again, emphasizing the *Firecracker Sound*. Hang your child's drawing on the refrigerator or wherever you choose. The drawing can serve as a reminder of the *Firecracker Sound*, and you can refer to it occasionally to reinforce the *Firecracker Sound*. For example, later on in the day when you walk past the drawing, you could say: "Hey, there's that nice picture you drew of a face. That word starts with the *Firecracker Sound*, doesn't it? Ffface."
8. If your child likes to draw and asks to draw more than one picture, encourage your child to do so. This will give you more pictures to hang around the house and provide more opportunities to reinforce the *Firecracker Sound*. On the other hand, if your child doesn't want to draw any pictures, do not force the issue. Instead, ask your child to choose one of the words for you to draw. Perhaps your child will want to color your picture.

Group I:

Parent Activity 2

CLINICIAN DIRECTIONS

1. Reproduce this activity sheet, the program card for the target sound (if the parent doesn't have a copy), and Appendix 2—Household Words.
2. Write the target sound in the blank provided under Parent Directions.

PARENT DIRECTIONS

Note: Your target speech sound is _____. The *Firecracker Sound* is used as an example throughout this activity. If you are working on a different sound, simply substitute that sound each time the *Firecracker Sound* appears in the directions.

1. Read through the entire activity before beginning it with your child.
2. Show your child the picture for the target speech sound. For example, if you were working on the /f/ sound, you would show the *Firecracker Sound* picture.
3. Say to your child: "This is the *Firecracker Sound*, fffff (continuous, not repetitive); the *Firecracker Sound*, fffff. Remember we talked about the *Firecracker Sound* the other day? Fffff. That's what a firecracker sounds like, fffff."
4. Say to your child: "Remember how we found many things that start with the *Firecracker Sound*?
We found *face* (point to child's face), ffface.
We found *foot* (point to child's foot), fffoot.
We found *fingers* (point to child's fingers), fffingers.
We found *forehead* (point to child's forehead), ffforehead.
We found *phone* (point to the phone), fffone.
Remember all those things we found that start with the *Firecracker Sound*!"
5. Refer to Appendix 2—Household Words. Look for more words on the list that start with the *Firecracker Sound* that your child will know. Give your child the *Firecracker Sound* picture to hold as you walk together from room to room searching for beginning *Firecracker Sound* words. Point to various items and say: "Floor, fffloor. Does that start with the *Firecracker Sound*? (Wait for response.) Yes, it does! Good work! Couch, c-c-couch. Does that start with the *Firecracker Sound*? (Wait for response.) No, it doesn't. Let's keep walking and see what we can find. Fan, fffan. Does that start with the *Firecracker Sound*? Yes, it sure does . . . fan." Continue this way, praising your child for all attempts to find appropriate items. Examples of additional *Firecracker Sound* items in your home or yard are: food, fork, faucet, freezer, fruit, fudge, fish, flowers, flashlight, fireplace, footstool, father, file cabinet, frame, fence, flag, football, frog.

6. Provide a blank piece of paper and crayons, and ask your child to draw and color one of the items you found as you walked through the house. If your child chooses to draw a fork, for example, accept whatever your child draws. Write the word "fork" at the top of the paper and review the word, emphasizing the *Firecracker Sound*. Hang your child's drawing on the refrigerator or wherever you choose. The drawing can serve as a reminder of the *Firecracker Sound*, and you can refer to it occasionally to reinforce the *Firecracker Sound*. For instance, later on in the day when you walk past the drawing, you could say: "Hey, there's that nice picture you drew of a fork. That word starts with the *Firecracker Sound*, doesn't it? Fffork."
7. If your child likes to draw and asks to draw more than one picture, encourage your child to do so. This will give you more pictures to hang around the house and provide more opportunities to reinforce the *Firecracker Sound*. On the other hand, if your child doesn't want to draw any pictures, do not force the issue. Instead, ask your child to choose one of the words for you to draw. Perhaps your child will want to color your picture.

Group I:

Parent Activity 3

CLINICIAN DIRECTIONS

1. Reproduce this activity sheet, the program card for the target sound (if the parent doesn't have a copy), and the page of pictures for the target sound (Appendix 4).
2. Write the target sound in the blank provided under Parent Directions.

PARENT DIRECTIONS

Note: Your target speech sound is _____. The *Firecracker Sound* is used as an example throughout this activity. If you are working on a different sound, simply substitute that sound each time the *Firecracker Sound* appears in the directions.

1. Read through the entire activity before beginning it with your child.
2. Show your child the large picture for the target speech sound. For example, if you were working on the /f/ sound, you would show the *Firecracker Sound* picture.
3. Say to your child: "Here's that old *Firecracker Sound* again, fffff (continuous, not repetitive). We know lots of words that start with the *Firecracker Sound*, don't we?" Your child will probably think of a few words, but if not, that's fine; say a few yourself instead. Praise your child for thinking of *Firecracker Sound* words.

Remember that it does not matter whether or not your child says the /f/ sound correctly when saying the words. However, your child may surprise you and occasionally say the /f/ sound correctly. If so, praise your child by saying: "Wow! I heard you say the *Firecracker Sound* the *new way*. That was excellent!" Don't be surprised if your child says an /f/ word correctly one time and incorrectly the next. This is very common when children are in the process of learning sounds.

4. Present the set of small /f/ pictures to your child and review the name of each picture, emphasizing the beginning *Firecracker Sound*.
5. Say to your child: "We are going to use our set of *Firecracker Sound* pictures to play a game. Remember that all the pictures start with the *Firecracker Sound*. I want you to guess what each picture is. I'm going to give you a clue and see if you can guess what the picture is. Here we go:

(phone)

"We use this to call somebody." If your child doesn't guess it with one clue, continue to give additional clues such as, "It has a dial on it," until your child is successful. Make the clues as simple as necessary so your child can guess successfully. Continue with pictures and clues as suggested below.

(feet)

"These are part of our body, and we have two of them."

"We use them to walk."

"We put socks and shoes on them."

(fingers)

"We have ten of these, and they are part of our body."

"They are long and skinny."

"We use them to pick up things."

(face)

"This is the front part of our head."

"It has two eyes, a nose, and a mouth on it."

(fork)

"We use this to eat."

"It is a piece of silverware."

"It has pointed prongs on it."

(food)

"This is all the stuff we eat."

"We eat some of this for breakfast, like cereal and toast and pancakes."

6. You may vary this activity by having your child give you clues so you can guess. If so, give the set of *Firecracker Sound* pictures to your child and say: "Now let's see if I can guess what each picture is. You look at the first picture and give me a clue so I can try to guess." One clue from your child is acceptable. Some children may have difficulty giving clues. If your child has difficulty, offer help. For example, you can say: "Can you tell me what the picture looks like?" or "Can you tell me what it is used for?" You will probably be able to figure out which picture your child is trying to describe because there are only six (phone, feet, fingers, face, fork, food). Helping your child learn to describe pictures is a wonderful language experience.

Group I:

Parent Activity 4

CLINICIAN DIRECTIONS

1. Reproduce this activity sheet, the program card for the target sound, and the page of pictures for the target sound (if the parent doesn't have copies).
2. Write the target sound in the blank provided under Parent Directions.

PARENT DIRECTIONS

Note: Your target speech sound is _____. The *Firecracker Sound* is used as an example throughout this activity. If you are working on a different sound, simply substitute that sound each time the *Firecracker Sound* appears in the directions.

1. Read through the entire activity before beginning it with your child.
2. Show your child the large picture for the target speech sound. For example, if you were working on the /f/ sound, you would show the *Firecracker Sound* picture.
3. Say to your child: "Here's our *Firecracker Sound*, ffff (continuous, not repetitive). We've played many games with the *Firecracker Sound*, haven't we? Now it's time for a new game! I want you to go into the kitchen and close your eyes while I hide all of these *Firecracker Sound* pictures in the living room (or wherever you choose). When I'm finished hiding them, I'll call you, and we'll see how many you can find."
4. "Hide" the set of small *Firecracker Sound* pictures so that your child will not have too much difficulty finding them.
5. After your child finds each picture, name it, emphasizing the beginning /f/ sound.
6. If your child cannot find all of the pictures without help, give hints.
7. After your child has found all of the hidden pictures, review the name of each, emphasizing the *Firecracker Sound*.

Group I:

Parent Activity 5

CLINICIAN DIRECTIONS

1. Reproduce this activity sheet, the program card for the target sound, and the page of pictures for the target sound.
2. Write the target sound in the blank provided under Parent Directions.

PARENT DIRECTIONS

Note: Your target speech sound is _____. The *Firecracker Sound* is used as an example throughout this activity. If you are working on a different sound, simply substitute that sound each time the *Firecracker Sound* appears in the directions.

1. Read through the entire activity before beginning it with your child.
2. Show your child the large picture for the target speech sound. For example, if you were working on the /f/ sound, you would show the *Firecracker Sound* picture.
3. Say to your child: "This is the *Firecracker Sound*, fffff (continuous, not repetitive). We're going to play another game with our *Firecracker Sound* today. We're going to play 'Go Fish.'"
4. Present the set of small /f/ pictures: face, fingers, feet, food, fork, phone. Provide paper (preferably heavy paper or construction paper) and pencils or crayons, and ask your child to draw and color a copy of each picture. Accept whatever your child draws. Even if a picture is difficult to draw and your child's drawing doesn't look like it's supposed to, it does not matter. Your child will usually remember what the drawing represents, and you can write the word on the picture. If your child refuses to draw certain pictures, that's fine. You can draw and label them instead. Cut out the pictures to the size of the original /f/ pictures.
5. Shuffle the two sets of pictures together and deal them, four to your child and four to yourself. Place the remaining four on the table. Proceed to play "Go Fish," emphasizing the beginning /f/ sound each time you ask your child for a picture. For example, "Do you have the fffork?" When it's your child's turn, do not expect him or her to say the /f/ word correctly when asking for a picture. Remember, this is a *listening* activity, and your child is not expected to say the sounds correctly at this time. When you answer your child's question, you have another opportunity to emphasize the /f/ sound by saying, "No, I do not have the ffface. Go fffish."
- If your child should happen to say the /f/ word correctly at any time, be enthusiastic in your praise. Say: "Wow! I heard you say the *Firecracker Sound* the new way!"
6. Once you have completed the game, review the name of each picture, emphasizing the beginning /f/ sound.
7. Save the pictures that your child or you have drawn, because they will be needed for future activities.

Group I:

Parent Activity 6

CLINICIAN DIRECTIONS

1. Reproduce this activity sheet, the program card for the target sound, and the page of pictures for the target sound (if the parent doesn't have copies).
2. Write the target sound in the blank provided under Parent Directions.

PARENT DIRECTIONS

Note: Your target speech sound is _____. The *Firecracker Sound* is used as an example throughout this activity. If you are working on a different sound, simply substitute that sound each time the *Firecracker Sound* appears in the directions.

1. Read through the entire activity before beginning it with your child.
2. Show your child the large picture for the target speech sound. For example, if you were working on the /f/ sound, you would show the *Firecracker Sound* picture.
3. Say to your child: "Here is our *Firecracker Sound* again, fffff (continuous, not repetitive). Today we're going to play a new game with our *Firecracker Sound* pictures. We're going to play a matching game. Remember the *Firecracker Sound* pictures that we used last week? Well, we're going to use those again today to play our game."
4. Gather the two sets of /f/ pictures from the last activity and shuffle them. Place all pictures face down on the table. Proceed to play the matching game by taking turns with your child turning over two pictures at a time, trying to get matching pictures. Each time a picture is turned over, name it for your child, emphasizing the beginning /f/ sound. Whoever turns over a matching pair can keep those cards. The winner is the person with the most matching pairs.
5. When you finish the game, review the name of each picture, emphasizing the beginning /f/ sound.

Group I:

Parent Activity 7

CLINICIAN DIRECTIONS

1. Reproduce this activity sheet, the program card for the target sound, and the page of pictures for the target sound (if the parent doesn't have copies).
2. Write the target sound in the blank provided under Parent Directions.

PARENT DIRECTIONS

Note: Your target speech sound is _____. The *Firecracker Sound* is used as an example throughout this activity. If you are working on a different sound, simply substitute that sound each time the *Firecracker Sound* appears in the directions.

1. Read through the entire activity before beginning it with your child.
2. Show your child the large picture for the target speech sound. For example, if you were working on the /f/ sound, you would show the *Firecracker Sound* picture.
3. Say to your child: "Here's our *Firecracker Sound*, fffff (continuous, not repetitive). And here are our *Firecracker Sound* pictures. (Use only one set of small pictures.) All of these pictures start with the *Firecracker Sound*, right? (Wait for response.) Today you are going to be the teacher. You take all of these *Firecracker Sound* pictures and show them to me, one at a time. I will name each picture. Since you are the teacher, you will have to tell me if I say the *Firecracker Sound* words the new way."
4. Name each picture correctly when your child holds it up. As you say each *Firecracker Sound* word, emphasize the beginning /f/ sound. After you name each picture, ask your child: "Did I say the *Firecracker Sound* the new way in that word?"
5. Once you have named all of the *Firecracker Sound* pictures, ask your child if there is anything else "the teacher" would like you to do. If your child can think of something, that's great. Do whatever is asked, if possible. If your child cannot think of anything for you to do, suggest this: "Maybe you could ask me to try to think of more *Firecracker Sound* words besides the pictures I already named." If your child likes this idea, name as many words beginning with the /f/ sound as you can think of, emphasizing the /f/ sound as you say each one.

Group I:

Parent Activity 8

CLINICIAN DIRECTIONS

1. Reproduce this activity sheet and the program card for the target sound (if the parent doesn't have a copy).
2. Write the target sound in the blank provided under Parent Directions.

PARENT DIRECTIONS

Note: Your target speech sound is _____. The *Firecracker Sound* is used as an example throughout this activity. If you are working on a different sound, simply substitute that sound each time the *Firecracker Sound* appears in the directions.

1. Read through the entire activity before beginning it with your child.
2. Show your child the picture for the target speech sound. For example, if you were working on the /f/ sound, you would show the *Firecracker Sound* picture.
3. Say to your child: "Remember the *Firecracker Sound*? Fffff (continuous, not repetitive). I want you to try to think of some words that start with the *Firecracker Sound*. Think about all the games we've played and all the pictures we've looked at and all the things we've found right here in our house! Now, when I say 'Go!' you name as many *Firecracker Sound* words as you can. Ready? Go!"
4. Repeat each word that your child thinks of, emphasizing the *Firecracker Sound*. (Remember, your child may not say the words with the correct /f/ sound, but that does not matter at this time. Praise your child for thinking of words, and then repeat them, emphasizing the /f/ sound in your own speech.)
5. If your child cannot think of any *Firecracker Sound* words, you can give help. Walk around the house together. When you spot something that starts with the *Firecracker Sound*, give hints so your child can guess what it is and feel successful. For example, say: "Oh, I know it's hard sometimes to remember all those words. Let's see if I can help you remember. Come with me. Oh, I see something right here in the kitchen. We're standing on it." At this point, your child will probably look down at the floor and exclaim, "Floor!" with delight. Praise your child for thinking of the word. Then go on to help your child remember several additional *Firecracker Sound* words.

Group I:

Parent Activity 9

CLINICIAN DIRECTIONS

1. Reproduce this activity sheet and the program card for the target sound (if the parent doesn't have a copy).
2. Write the target sound in the blank provided under Parent Directions.

PARENT DIRECTIONS

Note: Your target speech sound is _____. The *Firecracker Sound* is used as an example throughout this activity. If you are working on a different sound, simply substitute that sound each time the *Firecracker Sound* appears in the directions.

1. Read through the entire activity before beginning it with your child.
2. Gather a few old magazines, catalogs, or books that your child can look through and cut pictures from, and have scissors, glue, and a large piece of cardboard available.
3. Show your child the picture for the target speech sound. For example, if you were working on the /f/ sound, you would show the *Firecracker Sound* picture.
4. Say to your child: "I'm sure you know that this is the *Firecracker Sound*, fffff (continuous, not repetitive). We hear the *Firecracker Sound* in words like: ffface, fffingers, fffet, ffforehead, fffish, fffood, fffork. Remember all those *Firecracker Sound* words we talked about? Good!"

Your child may spontaneously remember *Firecracker Sound* words by this point in time and start to say them before you do. This is wonderful. Remember, it *does not matter* whether or not your child says the /f/ sounds correctly. The important thing is that your child is beginning to make the association. Praise your child's efforts and say: "Hey, that's great! You thought of a *Firecracker Sound* word all by yourself! Wow! That's super!" Then, repeat the word your child thought of, emphasizing the *Firecracker Sound*.

5. Leaf through the magazines with your child, looking for pictures of common items that begin with the *Firecracker Sound*. Ask your child to name the pictures in the magazines, and help your child decide whether the pictures are words that begin with the *Firecracker Sound*. Once you've found pictures that do, have your child cut out the pictures and paste them to a large piece of cardboard, making a poster. In the end, review the *Firecracker Sound* pictures with your child, emphasizing the *Firecracker Sound*.
6. Hang the poster in your child's room or wherever you choose. You can then refer to the poster occasionally to name the *Firecracker Sound* pictures for your child, providing further reinforcement of the *Firecracker Sound*.

Group I:

Parent Activity 10

CLINICIAN DIRECTIONS

1. Reproduce this activity sheet, the program card for the target sound (if the parent doesn't have a copy), and Appendix 3—Category Words.
2. Write the target sound in the blank provided under Parent Directions.

PARENT DIRECTIONS

Note: Your target speech sound is _____. The *Firecracker Sound* is used as an example throughout this activity. If you are working on a different sound, simply substitute that sound each time the *Firecracker Sound* appears in the directions.

1. Read through the entire activity before beginning it with your child.
2. Show your child the picture for the target speech sound. For example, if you were working on the /f/ sound, you would show the *Firecracker Sound* picture.
3. Say to your child: "Here is the *Firecracker Sound* again, fffff (continuous, not repetitive). Let's play a little game with our *Firecracker Sound*." Refer to Appendix 3—Category Words.
 - a. "Can you think of an animal that starts with the *Firecracker Sound*?" Correct responses would include frog, fox, and fish. If your child cannot think of any, give clues until your child thinks of an animal name. For example, "I know an animal that likes to jump and leap and has big eyes." (frog)
 - b. "Can you think of a type of food that starts with the *Firecracker Sound*?" Correct responses would include fruit, fudge, and fish. Once again, if your child cannot think of any, give clues until your child is successful. For example, say to your child: "How about things like apples and oranges and bananas and grapes? What kind of food am I talking about?" (fruit)
 - c. "Can you think of any parts of your body that start with the *Firecracker Sound*?" Correct responses would include feet, foot, face, fingers, and forehead. If your child cannot think of any, give clues such as: "On your hands you have ten of these." (fingers)
 - d. "Can you think of some things we have in our house that start with the *Firecracker Sound*?" Correct responses would include phone, fan, faucet, fork, floor, and fireplace. If necessary, give clues such as: "I see something that's part of the kitchen sink. The water comes out of it." (faucet)
4. Continue to play this game if you wish with other categories, such as clothing, names, furniture, in Appendix 3.

Group I:

Parent Activity 11

CLINICIAN DIRECTIONS

1. Reproduce this activity sheet and the program card for the target sound (if the parent doesn't have a copy).
2. Write the target sound in the blank provided under Parent Directions.

PARENT DIRECTIONS

Note: Your target speech sound is _____. The *Firecracker Sound* is used as an example throughout this activity. If you are working on a different sound, simply substitute that sound each time the *Firecracker Sound* appears in the directions.

1. Read through the entire activity before beginning it with your child.
2. Show your child the picture for the target speech sound. For example, if you were working on the /f/ sound, you would show the *Firecracker Sound* picture.
3. Say to your child: "Here is our *Firecracker Sound*, fffff (continuous, not repetitive). Today we're going to listen to the *Firecracker Sound*. I'm going to say many words that start with the *Firecracker Sound*, and I want you to listen carefully."
4. Say several words that come to mind that begin with the *Firecracker Sound* (for example: food, fish, four, five, fence, funny, first, fat, fur, fan), emphasizing the beginning /f/ sound in each word.

Then say: "Do you hear the *Firecracker Sound* in all of those words? (Wait for response.) Yes, I do, too. Now I'm going to say some more words. Sometimes you'll hear the *Firecracker Sound* at the beginning, and sometimes you won't. Sometimes you'll hear a different sound. I want you to point to the *Firecracker Sound* picture when you hear the *Firecracker Sound*. If you don't hear the *Firecracker Sound*, say 'no.' Okay? Here we go: fffish, fffarm, shshshoe, fffather, mmmonkey, p-p-paint, fffive, fffence, mmmouse, wwwater, fffat, ch-ch-chimney, fffunny, fffurry, fffruit, fffoot, shshshadow, hhhorse, fffall," etc. Remember to emphasize the beginning sound of each word and wait for your child's response. You can continue to do this as long as it's fun.

(Note: To help your child stay on task and remember what to do, provide a reminder after every few words by saying: "Do you hear the *Firecracker Sound* in this word?")

Remember to praise your child for correct responses. If your child makes a mistake, say: "Good try, but let's listen to that word again," and then repeat the word.

Group I:

Parent Activity 12

CLINICIAN DIRECTIONS

1. Reproduce this activity sheet, the program card for the target sound, and Appendix 3—Category Words (if the parent doesn't have copies).
2. Write the target sound in the blank provided under Parent Directions.

PARENT DIRECTIONS

Note: Your target speech sound is _____. The *Firecracker Sound* is used as an example throughout this activity. If you are working on a different sound, simply substitute that sound each time the *Firecracker Sound* appears in the directions.

1. Read through the entire activity before beginning it with your child.
2. Show your child the picture for the target speech sound. For example, if you were working on the /f/ sound, you would show the *Firecracker Sound* picture.
3. Say to your child: "Here is the *Firecracker Sound*, fffff (continuous, not repetitive). Let's play a new game today with our *Firecracker Sound*. Let's make a list of all the people you know, like your family, your friends, your teachers, your aunts and uncles and cousins, and even your pets! Then we'll go over the list of people to see if any of their names begin with the *Firecracker Sound*."
4. Ask your child to name all family members, friends, teachers, relatives and pets. As your child names each person (or animal), write the names on a piece of paper. If your child cannot remember certain names, offer assistance if you can.
5. Once your child has named all of the "significant people," say each name on the list and ask your child: "Does this name start with the *Firecracker Sound*?"
6. Once you have gone through each name on the list, review any of the names that begin with the *Firecracker Sound*, emphasizing the *Firecracker Sound* as you say each name. If, by chance, none of the names begins with the *Firecracker Sound*, say to your child: "Wow, you thought of so many names and none of them begins with the *Firecracker Sound*. I wonder if there are any names that begin with the *Firecracker Sound*. (Refer to Appendix 3—Category Words/Names). Let me think . . . Hey, how about Frances, Fffrances, or Francine, Fffrancine? Both those names start with the *Firecracker Sound*, don't they? Let me think . . . Are there any more names that start with the *Firecracker Sound*? (If your child thinks of a name on his own, offer praise). How about Frank, Fffrank? That starts with the *Firecracker Sound*, too. Oh, I just thought of two more names . . . Fred and Phillip, Fffred and Fffillip. Do you hear that *Firecracker Sound* in those names? Yes, I do, too."
7. Review the names that begin with the *Firecracker Sound*. Say to your child: "I'll say all the names we thought of that start with the *Firecracker Sound*. I want you to listen carefully for that *Firecracker Sound*, OK? Here we go: Fffrances, Fffrancine, Fffrank, Fffred, Fffillip. Did you hear the *Firecracker Sound* every time? Good listening!"

Group I:

Parent Activity 13

CLINICIAN DIRECTIONS

1. Reproduce this activity sheet and the program card for the target sound (if the parent doesn't have a copy).
2. Write the target sound in the blank provided under Parent Directions.

PARENT DIRECTIONS

Note: Your target speech sound is _____. The *Firecracker Sound* is used as an example throughout this activity. If you are working on a different sound, simply substitute that sound each time the *Firecracker Sound* appears in the directions.

1. Read through the entire activity before beginning it with your child.
2. Begin this activity first thing in the morning so you can continue it throughout the day, or for several days or a week, if you wish.
3. Bright and early in the morning, show your child the picture for the target speech sound. For example, if you were working on the /f/ sound, you would show the *Firecracker Sound* picture.

Say to your child: "Here's our *Firecracker Sound* again, fffff (continuous, not repetitive). Today we're going to be listening for the *Firecracker Sound* all day long. We'll listen when anyone talks, and see if we hear any *Firecracker Sound* words. When the TV is on, we'll listen for *Firecracker Sound* words, too."

4. This may be too difficult for your child to do, so you may need to help. Make a special effort to reinforce the *Firecracker Sound* any time throughout the day when the opportunity arises.

For example, if your child says, "This TV show is funny," you can say, "Hey, I hear the *Firecracker Sound* in that word—funny, fffunny. Do you hear it?"

If at the dinner table your child says, "My glass is very full," you can say: "Yes, it is full. Hey, there's that *Firecracker Sound* again—full; your glass is fffull."

Do the same when you hear other members of the family say /f/ words in normal conversation.

5. If your child does pick this up on his own and happens to note when someone says a *Firecracker Sound* word, say excitedly: "Wow! You heard that *Firecracker Sound* all by yourself. That's pretty hard to do, you know. Good work! Good listening!" This type of praise will usually cause your child to listen even more carefully and intently for *Firecracker Sound* words the rest of the day.

Group I:

Parent Activity 14

CLINICIAN DIRECTIONS

Note: The child should know at least two speech sounds to complete this activity.

1. Reproduce this activity sheet, the program cards for two target sounds, and the page of pictures for each target sound (if the parent doesn't have copies).
2. Write the target sounds in the blanks provided under Parent Directions.

PARENT DIRECTIONS

Note: Your target speech sounds are _____ and _____. The *Firecracker Sound* and *Singing Lady Sound* are used as examples throughout this activity. If you are working on different sounds, simply substitute those sounds each time the *Firecracker Sound* or *Singing Lady Sound* appear in the directions.

1. Read through the entire activity before beginning it with your child.
2. Show your child the large pictures for the target speech sounds. For example, if you were working on the /f/ and /l/ sounds, you would show the large pictures for the *Firecracker Sound* and the *Singing Lady Sound*.
3. Say to your child: "Today we are going to work on two sounds. Here is our *Firecracker Sound*, fffff (continuous, not repetitive) and our *Singing Lady Sound*, la-la-la-la-la."
4. Use the sets of small /f/ pictures and /l/ pictures to play a game with your child. Review each set of pictures as a group. For example, say: "Here are all of our *Firecracker Sound* pictures. All of these words start with the *Firecracker Sound*. Let's go over them." Name each picture, emphasizing the beginning /f/ sound.
Then say: "Now we're going to look at all of our *Singing Lady Sound* pictures. All of these words start with the *Singing Lady Sound*." Name each picture, emphasizing the beginning /l/ sound.
Then say: "Now we're going to play a game with our *Firecracker Sound* pictures and our *Singing Lady Sound* pictures. I'm going to mix them together and see if you can tell me which sound you hear, the *Firecracker Sound* or the *Singing Lady Sound*."
5. Place the two large pictures for the *Firecracker Sound* and the *Singing Lady Sound* in front of your child. Shuffle the smaller /f/ and /l/ pictures and say: "When you hear the *Firecracker Sound* at the beginning of the word, put the small picture on the table in front of the big *Firecracker Sound* picture. (Point to the appropriate place.) But if the word starts with the *Singing Lady Sound*, where do you think you're going to put the small picture? (Wait for response.) Right! You will put it on the table in front of the *Singing Lady Sound* picture. Okay, here we go! Remember to listen carefully and watch my mouth so you can figure out if you hear the *Firecracker Sound* or the *Singing Lady Sound*."

6. Show each small picture. When your child places one in the appropriate place, give praise. If your child makes a mistake, say: "That was a good try. But listen again. I think I hear the *Singing Lady Sound* in this word. Listen . . . llamp. That starts with the *Singing Lady Sound*." If your child makes more than two or three mistakes, discontinue this activity until a later date.
7. Once all of the /f/ and /l/ pictures are grouped appropriately, review them again as a group.

Say to your child: "You did a great job figuring out which pictures start with the *Firecracker Sound* and which pictures start with the *Singing Lady Sound*. Listen carefully as I say all of the *Firecracker Sound* words." Name each *Firecracker Sound* picture, emphasizing the beginning /f/ sound. Then say: "Now listen carefully as I say all of the *Singing Lady* words." Name each *Singing Lady* picture, emphasizing the beginning /l/ sound.

Group I:

Parent Activity 15

CLINICIAN DIRECTIONS

Note: The child should know at least three or four speech sounds to complete this activity.

1. Reproduce this activity sheet, the program cards for three or four target sounds, and the page of pictures for each target sound (if the parent doesn't have copies).
2. Write the target sounds in the blanks provided under Parent Directions.

PARENT DIRECTIONS

Note: Your target speech sounds are _____, _____, _____, and _____. The *Firecracker Sound*, *Singing Lady Sound*, *Quiet Sound*, and *Cuckoo Clock Sound* are used as examples throughout this activity. If you are working on different sounds, simply substitute your sounds each time the example sounds appear in the directions.

1. Read through the entire activity before beginning it with your child.
2. Show your child the large pictures for the target speech sounds. For example, if you were working on the /f, l, sh, and k/ sounds, you would show the big pictures for the *Firecracker Sound*, the *Singing Lady Sound*, the *Quiet Sound*, and the *Cuckoo Clock Sound*. If your child has worked on only three sounds up to this point, show only three large pictures.
3. Say to your child: "Today we are going to work on several sounds at once. We're going to work on the *Firecracker Sound*, fffff (point to the big picture), the *Singing Lady Sound*, la-la-la-la (point to the picture), the *Quiet Sound*, shshshshsh (point to the picture), and the *Cuckoo Clock Sound*, k-k-k-k-k (point to the picture).

4. Gather your corresponding sets of smaller pictures for each sound. Review each set of pictures as a group.

For example, say: "Here are all of our *Firecracker Sound* pictures. All of these words start with the *Firecracker Sound*. Let's go over them." Name each picture, emphasizing the beginning /f/ sound.

Then say: "Now we're going to look at all of our *Singing Lady* pictures. All of these words start with the *Singing Lady Sound*." Name each picture, emphasizing the beginning /l/ sound.

Do the same for the /sh/ pictures and the /k/ pictures.

5. Place each of the large pictures on the table in front of your child.
6. Shuffle the small /f, l, sh, k/ pictures and say to your child: "We're going to play a game with our pictures. I've shuffled all of them, and now I want to see if you can tell me which sound you hear at the beginning of each word. Sometimes you'll hear the *Firecracker Sound*. If you do, you can place the picture here on the table in front of the big *Firecracker Sound* picture. Sometimes you'll hear the *Singing Lady Sound*. If you do, the picture goes here in front of the big *Singing Lady* picture. If you hear the *Quiet Sound*, where does

the picture go? (Wait for response.) Right! You put it on the table in front of the big *Quiet Sound* picture. And, finally, when you hear the *Cuckoo Clock Sound*, it goes right in front of the *Cuckoo Clock* picture. OK, ready to listen? Here we go."

7. Show each picture, emphasizing the beginning sound. As your child places each picture in the appropriate place, offer praise such as, "Good listening!" or "That's right!" or "Good work!"

If your child makes a mistake, say, "That was a good try, but I think I hear a different sound in this word. Listen again." Repeat the word, emphasizing the beginning sound. If your child places it incorrectly again, tell your child the correct answer. If your child makes more than three mistakes, discontinue this activity until a later date.

8. Once all of the pictures are grouped appropriately, review each group of pictures. Say to your child: "You did an excellent job! Let's listen to all of the picture names one more time. Here are all of our *Quiet Sound* words." Name each *Quiet Sound* picture again, emphasizing the beginning /sh/ sound. Do the same for the *Firecracker Sound* pictures, the *Singing Lady Sound* pictures, and the *Cuckoo Clock Sound* pictures.

Group II:

Parent Activity 1

CLINICIAN DIRECTIONS

Reproduce this activity sheet and the program cards for *all* target sounds (if the parent doesn't have copies). This activity—even though not clinically directed—*introduces* the child to all speech sounds to provide exposure at least once. It is prerequisite to the remainder of activities in Group II.

PARENT DIRECTIONS

1. Read through the entire activity before beginning it with your child.
2. Gather all of the large pictures for target speech sounds.
3. Before you introduce the speech sounds to your child, review these two rules:

- a. Dashes are written between letters (b-b-b-b-b) to indicate that a sound is *repetitive*; no dashes (mmmmm) indicate the sound is *continuous*. A repetitive sound is one that is repeated (b-b-b-b-b); a continuous sound is one that is said and “held” (mmmmm).
- b. Speech sounds are pronounced according to how they sound, not by their letter names. For example, /b/ is not said as “bee”; it is said by the sound /b/ makes: /b-b-b/.

4. Introduce the picture for each speech sound in this way:

/b/—“This is the *Ball Sound*, b-b-b-b-b; the *Ball Sound*, b-b-b-b-b.”

/m/—“This is the *M-mm Good Sound*, mmmmm; the *M-mm Good Sound*, mmmmm. She looks like she's going to eat something yummy! She's saying it's m-mm good! That's why we call it the *M-mm Good Sound*, mmmmm.”

/p/—“This is the *Popping Sound*, p-p-p-p-p; the *Popping Sound*, p-p-p-p-p. See that balloon popping? It goes pop, p-p-p-p-p, the *Popping Sound*.”

/w/—“This is the *Blowing Sound*, wwwww; the *Blowing Sound*, wwwww. See the man blowing up the balloon? He's making the *Blowing Sound*, wwwww.”

/d/—“This is the *Drum Sound*, d-d-d-d-d; the *Drum Sound*, d-d-d-d-d.”

/n/—Touch the side of your nose and say: “This is the *Nose Sound*, nnnnn; the *Nose Sound*, nnnnn. You can feel your nose move when you make the *Nose Sound*, nnnnn.”

/t/—“This is the *Tick-Tock Sound*, t-t-t-t-t; the *Tick-Tock Sound*, t-t-t-t-t.” Hold a watch up to your ear and then your child's ear. Say: “We can listen to my watch make the *Tick-Tock Sound*, t-t-t-t-t.”

/f/—“This is the *Firecracker Sound*, fffff; the *Firecracker Sound*, fffff. That's what a firecracker sounds like, fffff.”

/v/—“This is the *Motorboat Sound*, vvvvv; the *Motorboat Sound*, vvvvv. Doesn't that sound just like a motorboat? Vvvvvv.”

/k/—"This is the *Cuckoo Clock Sound*, k-k-k-k-k; the *Cuckoo Clock Sound*, k-k-k-k-k. When that birdie comes out of the clock, it says, "cuckoo, cuckoo"—the *Cuckoo Clock Sound*, k-k-k-k-k."

/h/—"This is the *Laughing Sound*, ha-ha-ha; the *Laughing Sound*, ha-ha-ha. This is the sound we make when we laugh, ha-ha-ha."

/g/—"This is the *Baby Sound*, g-g-g-g-g; the *Baby Sound*, g-g-g-g-g. Did you make that sound when you were a little baby? G-g-g-g-g."

/y/—"This is the *Yoyo Sound*, y-y-y-y-y; the *Yoyo Sound*, y-y-y-y-y."

/l/—"This is the *Singing Lady Sound*, la-la-la-la-la; the *Singing Lady Sound*, la-la-la-la-la. See the lady singing? La-la-la-la-la, the *Singing Lady Sound*."

/th/—"Hold up a thumb and say: "This is the *Thumbelina Sound*, ththththth; the *Thumbelina Sound*, ththththth."

/r/—"Demonstrate an angry face when saying "rrrrr." Say: "This is the *Growling Dog Sound*, rrrrr; the *Growling Dog Sound*, rrrrr. Doesn't that dog look angry? It's growling! Rrrrr, the *Growling Dog Sound*."

/s/—"This is the *Sammy Snake Sound*, sssss; the *Sammy Snake Sound*, sssss. This is the sound a snake makes, isn't it? Sssss, the *Sammy Snake Sound*."

/ch/—"This is the *Choo-Choo Train Sound*, ch-ch-ch-ch-ch; the *Choo-Choo Train Sound*, ch-ch-ch-ch-ch. That's just what the train sounds like when it goes down the track, ch-ch-ch-ch-ch."

/z/—"This is the *Buzzing Bee Sound*, zzzzz; the *Buzzing Bee Sound*, zzzzz. Doesn't that sound just like a bee? Zzzzz."

/j/—"This is the *Jet Sound*, j-j-j-j-j; the *Jet Sound*, j-j-j-j-j."

/sh/—"Hold your finger to your mouth and say "shshshsh." Tell your child: "This is the *Quiet Sound*, shshshshsh; the *Quiet Sound*, shshshshsh. That's what you say to people when you want them to be quiet, shshshshsh. That's why we call it the *Quiet Sound*!"

5. As you introduce each speech sound, use a lot of expression in your face and voice so the sounds will mean more to your child. Remind your child to pay attention with ears *and* eyes by saying: "Listen very carefully, and watch my mouth." Repeat this occasionally as you present the sounds.
6. It is important to remember that your child does not have to repeat the sounds after you say them—although your child will often do so automatically. Reinforce your child's initiative by saying, "That's right. You're making the *Ball Sound*, b-b-b-b-b. Good work!" If your child tries to make the sound but says it incorrectly, say, "Good try!" or "That's close!" Then correctly repeat the sound for the child: "This is the *Ball Sound*, b-b-b-b-b."
7. Introduce speech sounds only as long as your child is interested. For example, if you present four sounds and then your child becomes distracted and disinterested, don't continue. Instead, introduce four more sounds on the following day, and four more on the following day, etc., until you have presented all of them. On the other hand, if your child stays interested and enjoys the activity, present all of the speech sounds on the same day. Do whatever seems best for your child.
8. Using the large pictures, review the speech sounds whenever it seems natural so your child will become more familiar with them as time goes by. It would be ideal to review them a few times each week.

Group II:

Parent Activity 2

CLINICIAN DIRECTIONS

Reproduce this activity sheet for the parent. The parent and child must complete Parent Activity 1 in Group II before attempting this activity.

PARENT DIRECTIONS

1. Read through the entire activity before beginning it with your child.
2. As you fold the laundry, help your child figure out the beginning sound for each item. For example, say to your child: "I am going to fold the laundry. Can you find the socks in the laundry basket? Hey, socks, sssocks, I hear the *Sammy Snake Sound* in that word, sssocks. Do you hear it?"
3. Ask your child to find another item such as towels and say: "Hey, now I hear the *Tick-Tock Sound*. Towels, t-t-towels, that starts with the *Tick-Tock Sound*."
4. Continue to do this with the rest of the items in the laundry basket, such as the following:
 - shirt—the *Quiet Sound*
 - jersey—the *Jet Sound*
 - sweatshirt—the *Sammy Snake Sound*
 - pants—the *Popping Sound*
 - jeans—the *Jet Sound*
 - dress—the *Drum Sound*
 - blouse—the *Ball Sound*
 - pajamas—the *Popping Sound*
 - T-shirts—the *Tick-Tock Sound*
 - skirt—the *Sammy Snake Sound*
 - slip—the *Sammy Snake Sound*
 - face cloth—the *Firecracker Sound*
 - sheets—the *Quiet Sound*
 - dishtowel—the *Drum Sound*
5. If your child starts to join in and tries to figure out the beginning sounds, that's fine. Praise your child for the independent effort, whether accurate or not.
6. In addition to helping the child develop speech sounds, this activity is a wonderful "sorting activity" for language development.

Group II:

Parent Activity 3

CLINICIAN DIRECTIONS

Reproduce this activity sheet for the parent. The parent and child must complete Parent Activity 1 in Group II before attempting this activity.

PARENT DIRECTIONS

1. Read through the entire activity before beginning it with your child.
2. After you return from grocery shopping, ask your child to help you put away the groceries. As you do, figure out the beginning sounds of each item. Begin by saying to your child: "Let's take one thing at a time out of the bag, and let's figure out what sound it starts with."
3. Have your child pick something from the bag. Your child can name it if he or she knows what it is, or you can name it and tell your child the beginning sound. For example, "Milk, mmmilk, that starts with the *M-mm Good Sound*, mmmilk. Juice, j-j-juice, I hear the *Jet Sound* in that word, j-j-juice. Do you hear it?"
4. Continue to do this with the remaining groceries, such as the following:
 - bread—the *Ball Sound*
 - cheese—the *Choo-Choo Train Sound*
 - flour—the *Firecracker Sound*
 - sugar—the *Quiet Sound*
 - butter—the *Ball Sound*
 - cereal—the *Sammy Snake Sound*
 - crackers and cookies—the *Cuckoo Clock Sound*
5. If your child starts to join in and tries to figure out the beginning sounds, that's fine. Praise your child for the independent effort, whether accurate or not.

Note: Some of the groceries, such as apples, oranges, or ice cream, may begin with vowel sounds. Explain to your child that these names do not begin with any of your speech sounds.

Group II:

Parent Activity 4

CLINICIAN DIRECTIONS

Reproduce this activity sheet for the parent. The parent and child must complete Parent Activity 1 in Group II before attempting this activity.

PARENT DIRECTIONS

1. Read through the entire activity before beginning it with your child.
2. Look through a picture book with your child. If your child is interested, read the book to your child. Then go to the beginning of the book and ask your child to name one of the pictures on the first page. You can say: "Let's go back to the first page of this book. Can you name something you see on this page? What's your favorite thing on this page?"
3. Once your child names a picture on the page, help your child determine the beginning sound. For example, if your child named "car," say: "Car, c-c-car, I think that word starts with the *Cuckoo Clock Sound*, c-c-car. Do you hear the *Cuckoo Clock Sound* in that word? Yes, I do, too."
4. Proceed to the second page, and again ask your child to name one of the pictures. Once your child names a picture, help your child determine the beginning sound.
5. Continue to do this for each page as long as your child remains interested.

Note: Some of the pictures your child names may begin with vowel sounds. Explain to your child that these names do not begin with any of your speech sounds.

Group II:

Parent Activity 5

CLINICIAN DIRECTIONS

Reproduce this activity sheet and the program cards for *all* target sounds (if the parent doesn't have copies). The parent and child must complete Parent Activity 1 in Group II before attempting this activity.

PARENT DIRECTIONS

1. Read through the entire activity before beginning it with your child.
2. Gather the big pictures for the following target speech sounds: the *Ball Sound*, the *Baby Sound*, the *Cuckoo Clock Sound*, the *M-mm Good Sound*, the *Sammy Snake Sound*, the *Laughing Sound*, the *Tick-Tock Sound*, the *Popping Sound*, and the *Firecracker Sound*. Spread them out on a table, and review them with your child. You may need additional pictures for other sounds, depending upon your child's responses.
3. Ask your child to name all of the Sesame Street® characters. As your child names each character, write it down. If your child cannot name the Sesame Street® characters without help, say and write some of the common character names (Big Bird, Bert, Grover, Cookie Monster, Kermit the Frog, Miss Piggy, Mister Snuffleupagus (or just Snuffy), Herry, Telly, the Count, Meryl Sheep, Prairie Dawn, Barclay the Dog, Forgetful Jones, Guy Smiley, etc.).
4. After making the list, help your child determine the beginning sound of each name. For example, say to your child: "We've thought of many Sesame Street® characters, haven't we? Let's see if we can figure out the sound that each name starts with. Let's start with Big Bird, B-B-Big Bird." Point to the *Ball Sound* program card on the table and say: "I think I hear the *Ball Sound*, B-B-Big Bird. Do you hear it? (Wait for response.) Yes, I do, too. Big Bird starts with the *Ball Sound*."
5. Do the same with the next name on the list. For example: "How about Cookie Monster, C-C-Cookie Monster? Do you hear the first sound in that name?" Show your child the *Cuckoo Clock* picture and say: "Cookie Monster starts with the *Cuckoo Clock Sound*, C-C-Cookie Monster. Do you hear the *Cuckoo Clock Sound* in that name? (Wait for response.) Good listening!"
6. Continue to help your child figure out the beginning sound of each name on the list. If your child figures out some without help, that's great. Offer praise and reinforcement. If your child tries to figure them out on his own but is incorrect, praise your child for trying, then show your child the appropriate picture.
7. From this point on, whenever your child watches *Sesame Street*, take the opportunity to reinforce the beginning sounds of the character names. If you happen to walk by the TV and see Grover on the screen, say to your child: "Hey, there's Grover. Do you remember what his name starts with? Grover, G-G-Grover. I hear the *Baby Sound* at the beginning of his name!"

Note: Some of the Sesame Street® characters (Ernie, Oscar the Grouch) have names that begin with vowel sounds. If your child mentions these, explain that these names do not begin with any of your speech sounds.

Group II:

Parent Activity 6

CLINICIAN DIRECTIONS

Reproduce this activity sheet and the program cards for *all* target sounds (if the parent doesn't have copies). The parent and child must complete Parent Activity 1 in Group II before attempting this activity.

PARENT DIRECTIONS

1. Read through the entire activity before beginning it with your child.
2. Gather all of the large pictures for target speech sounds.
3. Play "Charades" with animal names. For instance, say to your child: "I want you to think of an animal, but don't tell me what it is. Pretend to be the animal, and I'll try to guess what it is."
4. Once your child acts out an animal, such as a dog, and you guess it, look through the pictures to find the right sound (in this case, the *Drum Sound* program card). Say: "Dog, d-d-dog; that starts with the *Drum Sound*. Do you hear it? D-d-dog. I hear the *Drum Sound* at the beginning of that word. You did a great job acting like a dog! Can you think of another animal that you can pretend to be? Remember, don't tell me what it is. Just act it out, and I'll try to guess it."
5. Again, once your child has acted out another animal and you've guessed it, show your child the appropriate picture. Tell your child the beginning sound as described in #4. If your child tries to determine the beginning sound without help, that's fine. Offer praise and reinforcement. If your child tries to figure it out without help but is incorrect, praise your child for trying. Then show your child the appropriate picture.
6. Proceed in this manner as long as your child can think of animals to act out.
7. Once your child cannot think of additional animals, take a turn acting out an animal. Ask your child to guess what animal you are pretending to be. (For assistance, refer to Appendix 3—Category Words/Animals.)
8. Once your child guesses the animal, help your child determine the beginning sound of the animal name as described above in #4.
9. Continue with the activity as long as your child remains interested.

Note: Some animal names, such as elephant or octopus, begin with vowel sounds. If your child chooses one of these to act out, guess the animal and then explain that these names do not begin with any of your speech sounds.

Group II:

Parent Activity 7

CLINICIAN DIRECTIONS

Reproduce this activity sheet and the program cards for *all* target sounds (if the parent doesn't have copies). The parent and child must complete Parent Activity 1 in Group II before attempting this activity.

PARENT DIRECTIONS

1. Read through the entire activity before beginning it with your child.
2. Gather all of the large pictures for target speech sounds.
3. Say to your child: "Let's make a list of all the people you know, like your family, friends, teachers, aunts, uncles, cousins—even your pets! Then we'll go over the list of people and figure out the sound that each name begins with."
4. Ask your child to name all significant family members, friends, teachers, relatives, and pets. Make a list of the names. If your child cannot remember some, give clues.
5. Then say each name on the list, and help your child identify its beginning sound. After doing so, show your child the picture for the sound and repeat it. For example, if your child named "Tommy," show your child the *Tick-Tock Sound* picture and say: "Tommy, T-T-Tommy. That name starts with the *Tick-Tock Sound*, T-T-Tommy. Do you hear the *Tick-Tock Sound*? (Wait for response.) Yes, I do, too. Good job!"
6. Repeat for each name on the list.
7. In the future, occasionally remind your child of the beginning sounds of familiar names. For example, if your child's brother's name is Tommy, occasionally mention that Tommy's name starts with the *Tick-Tock Sound*.

Note: Some of the names may begin with vowel sounds. If your child mentions these, explain that these names do not begin with any of your speech sounds.

Group II:

Parent Activity 8

CLINICIAN DIRECTIONS

Reproduce this activity sheet and the program cards for *all* target sounds (if the parent doesn't have copies). The parent and child must complete Parent Activity 1 in Group II before attempting this activity.

PARENT DIRECTIONS

1. Read through the entire activity before beginning it with your child.
2. Gather the big pictures for the following target speech sounds: the *Laughing Sound*, the *Thumbelina Sound*, the *Cuckoo Clock Sound*, the *Ball Sound*, the *Growling Dog Sound*, and the *Popping Sound*. Spread them out on a table, and review them with your child. You may need additional pictures for other sounds, depending upon your child's responses. This activity also requires a ball.
3. Give your child the ball, and ask your child to think of everything that can be done with a ball, such as holding it, throwing it, catching it, bouncing it, rolling it, kicking it, playing with it, etc.
4. Ask your child to think of something he or she can do with the ball, such as *throw*, and then do it. Help your child identify the beginning sound of the action word "throw" (the *Thumbelina Sound*). For example, show your child the *Thumbelina Sound* picture and say, "You thought of something you can do with the ball. You can throw the ball. Can you throw it to me? Good. Throw, thththrow. I hear the *Thumbelina Sound* at the beginning of that word. Do you? Throw, thththrow. That starts with the *Thumbelina Sound*!"
5. Ask your child to think of something else he or she can do with the ball, such as *roll*. Say to your child: "Very good! You thought of something else you can do with the ball. You can roll the ball. Can you roll the ball to me right now? Very good. Let's figure out what that action word starts with. Roll, rrrroll. (Show the *Growling Dog Sound* program card.) I hear the *Growling Dog Sound* in that word, rrrroll."
6. Repeat this process with other words such as the following:
catch or kick—the *Cuckoo Clock Sound*
play—the *Popping Sound*
hold—the *Laughing Sound*
bounce—the *Ball Sound*
7. If your child figures out the beginning sounds without help, that's great. Offer praise and reinforcement. If your child tries but is incorrect, praise the effort, then say the correct beginning sound.

Group II:

Parent Activity 9

CLINICIAN DIRECTIONS

Reproduce this activity sheet and the program cards for *all* target sounds (if the parent doesn't have copies). The parent and child must complete Parent Activity 1 in Group II before attempting this activity.

PARENT DIRECTIONS

1. Read through the entire activity before beginning it with your child.
2. Gather the big pictures for the following target speech sounds: the *Growling Dog Sound*, the *Blowing Sound*, the *Sammy Snake Sound*, the *Nose Sound*, the *Singing Lady Sound*, the *Laughing Sound*, the *Jet Sound*, the *Popping Sound*, the *Drum Sound*, and the *Cuckoo Clock Sound*. Spread them out on a table, and review them with your child. You may need additional pictures for other sounds, depending upon your child's responses.
3. Play a game of action words with your child. Ask your child to think of all the things that children can or like to do. Examples would include: run, walk, sit, stand, kneel, lie down, hop, skip, jump, play, dance, sing, laugh, color, draw, read, watch TV, ride bikes, etc.
4. After your child names the first action, such as *jump*, ask your child to perform it. Then help your child identify the beginning sound of the action word "jump," (the *Jet Sound*). For example, say to your child: "That's right! You thought of something that children like to do . . . jump. Do you know how to jump? Can I see you jump? Good job! Let's figure out what that action word starts with. Jump, j-j-jump. (Show the *Jet Sound* picture.) I hear the *Jet Sound* in that word, jump, j-j-jump. That word starts with the *Jet Sound*."
5. Ask your child to think of other action words, such as the following, and repeat this process:
 - run, read, ride bikes—the *Growling Dog Sound*
 - walk, watch TV—the *Blowing Sound*
 - sit, stand, skip, sing—the *Sammy Snake Sound*
 - kneel—the *Nose Sound* (because the /k/ is silent)
 - lie down, laugh—the *Singing Lady Sound*
 - hop—the *Laughing Sound*
 - play—the *Popping Sound*
 - dance, draw—the *Drum Sound*
 - color—the *Cuckoo Clock Sound*
6. If your child figures out the beginning sounds without help, that's great. Offer praise and reinforcement. If your child tries but is incorrect, praise the effort, then say the correct beginning sound.

Note: If your child cannot think of action words on his own, demonstrate the actions yourself and ask your child to guess them.

Group II:

Parent Activity 10

CLINICIAN DIRECTIONS

Reproduce this activity sheet and the program cards for *all* target sounds (if the parent doesn't have copies). The parent and child must complete Parent Activity 1 in Group II before attempting this activity.

PARENT DIRECTIONS

1. Read through the entire activity before beginning it with your child.
2. Gather the big pictures for the following target speech sounds: the *Laughing Sound*, the *Sammy Snake Sound*, the *M-mm Good Sound*, the *Firecracker Sound*, and the *Tick-Tock Sound*. Spread them out on a table, and review them with your child. You may need additional pictures for other sounds, depending upon your child's responses.
3. Play a game about emotions, or feelings, with your child. Tell your child that you are going to show different expressions on your face so your child can guess how you feel.
4. Demonstrate an emotion, such as *happy*. When your child guesses it, ask your child to make a happy face also. Then help your child identify the beginning sound of the word "happy." For example, say to your child: "Good job! You figured out how I feel . . . happy. Can you make a happy face? Very good. Let's try to figure out what sound that word starts with. Happy, ha-ha-happy. (Point to the *Laughing Sound* program card on the table.) I hear the *Laughing Sound* at the beginning of that word. Do you hear it? Happy, ha-ha-happy. That word starts with the *Laughing Sound*."
5. Demonstrate another emotion, such as *sad*. When your child guesses it, ask your child to make a sad face also. Then help your child identify the beginning sound of the word "sad." For example, say to your child: "Excellent! You're really good at figuring out how I feel! I was wearing a sad face, wasn't I? Can you show me a sad face? Very good. Now let's see if we can figure out what sound that word starts with. Listen carefully . . . sad, sssad. (Point to the *Sammy Snake* picture on the table.) I hear the *Sammy Snake Sound* in that word, sssad. That starts with *Sammy Snake*."
6. Continue to demonstrate other emotions, helping your child to identify the beginning sound of each word. Additional emotions might include:
 - mad—the *M-mm Good Sound*
 - frightened—the *Firecracker Sound*
 - scared—the *Sammy Snake Sound*
 - surprised—the *Sammy Snake Sound*
 - tired—the *Tick-Tock Sound*
7. If your child figures out the beginning sounds without help, that's great. Offer praise and reinforcement. If your child tries but is incorrect, praise the effort, then say the correct beginning sound.

Group II:

Parent Activity 11

CLINICIAN DIRECTIONS

Reproduce this activity sheet, the program cards for *all* target sounds, and the page of pictures for each target sound (if the parent doesn't have copies). The parent and child must complete Parent Activity 1 in Group II before attempting this activity.

PARENT DIRECTIONS

1. Read through the entire activity before beginning it with your child.
2. Gather the large pictures for all the target speech sounds and the sets of small corresponding pictures. Use them to play a rhyming game with your child.
3. Select a small picture of a simple word that begins with the *Firecracker Sound*, such as *feet*. Present several *large* pictures to help your child think of words that rhyme with "feet." For example, show your child the *Quiet Sound* picture (which represents the /sh/ sound) and say, "sheet." Show the *M-mm Good Sound* picture (which represents the /m/ sound) and say, "meat."
4. Your child can learn to make new words this way by starting with any simple word and using the large pictures to think of new words. For example, the word *cat* (the *Cuckoo Clock Sound*) can be rhymed with "bat" (the *Ball Sound*), "mat" (the *M-mm Good Sound*), "pat" (the *Popping Sound*), "fat" (the *Firecracker Sound*), "hat" (the *Laughing Sound*), "rat" (the *Growling Dog Sound*), "sat" (the *Sammy Snake Sound*), and "chat" (the *Choo-Choo Train Sound*).
5. These are additional examples:
 - pop (the *Popping Sound*) can be rhymed with:
 - mop (the *M-mm Good Sound*)
 - top (the *Tick-Tock Sound*)
 - hop (the *Laughing Sound*)
 - chop (the *Choo-Choo Train Sound*)
 - shop (the *Quiet Sound*)
 - ball (the *Ball Sound*) can be rhymed with:
 - hall (the *Laughing Sound*)
 - mall (the *M-mm Good Sound*)
 - Paul (the *Popping Sound*)
 - wall (the *Blowing Sound*)
 - tall (the *Tick-Tock Sound*)
 - fall (the *Firecracker Sound*)
 - call (the *Cuckoo Clock Sound*)
 - shawl (the *Quiet Sound*)
 - book (the *Ball Sound*) can be rhymed with:
 - took (the *Tick-Tock Sound*)
 - cook (the *Cuckoo Clock Sound*)
 - hook (the *Laughing Sound*)
 - look (the *Singing Lady Sound*)
 - shook (the *Quiet Sound*)
6. In addition to helping your child's speech development, this is a wonderful pre-reading activity.

Group II:

Parent Activity 12

CLINICIAN DIRECTIONS

Reproduce this activity sheet, the program cards for *all* target sounds, and the page of pictures for each target sound (if the parent doesn't have copies). The parent and child must complete Parent Activity 1 in Group II before attempting this activity.

PARENT DIRECTIONS

1. Read through the entire activity before beginning it with your child.
2. Gather the large pictures for all the target speech sounds and the corresponding sets of small pictures. Ask your child to choose his or her favorite big picture, and review that speech sound with your child. For example, if your child chose the *Growling Dog Sound* as a favorite, say to your child: "This is how we make the *Growling Dog Sound*, rrrrr, rrrrr."
3. Review the corresponding set of small /r/ pictures with your child, emphasizing the beginning sound. For example: "All of these words start with the *Growling Dog Sound*. Listen to me as I name each picture. Listen for that *Growling Dog Sound* right at the beginning of each word. Here we go: rrrug, rrrefrigerator, wrrrist, rrring, rrrocking chair, rrraincoat. Did you hear the *Growling Dog Sound* at the beginning of all of those words? (Wait for response.) Yes, I did, too!"
4. Ask if your child would like to color the pictures. Your child may color as many as he or she chooses. When your child has finished coloring, name each picture that has been colored, emphasizing the beginning sound.
5. Show all of the large pictures to your child again, and ask your child to choose another favorite picture. Repeat the above procedure.
6. Continue with this activity as long as your child remains interested. You may also stretch out the activity over several days. Your child might choose three favorite pictures on one day, an additional three or four the next day, and three or four more the following day, etc.

Group II:

Parent Activity 13

CLINICIAN DIRECTIONS

Reproduce this activity sheet and the program cards for the *Growling Dog Sound*, the *Ball Sound*, the *Baby Sound*, the *Popping Sound*, the *Yoyo Sound*, and the *Blowing Sound* (if the parent doesn't have copies). The parent and child must complete Parent Activity 1 in Group II before attempting this activity.

PARENT DIRECTIONS

1. Read through the entire activity before beginning it with your child.
2. Help your child figure out the beginning sounds of basic colors, such as red, blue, green, purple, yellow, black, and white. Orange is a primary color, but it begins with a vowel sound. Explain to your child that the color orange does not begin with any of your speech sounds.
3. Gather a set of crayons and the following large pictures for target speech sounds: the *Growling Dog Sound*, the *Ball Sound*, the *Baby Sound*, the *Popping Sound*, the *Yoyo Sound*, and the *Blowing Sound*.
4. Give your child a red crayon and say: "Red, rrred; this color name starts with the *Growling Dog Sound*. Do you hear it? Rrred." Give the growling dog picture to your child. Your child may then color the growling dog picture using the red crayon.
5. Give your child a blue crayon and say: "Blue, b-b-blue; this color name starts with the *Ball Sound*. Do you hear it? B-b-blue." Then give your child a black crayon and say: "Black, b-b-black; this color name *also* starts with the *Ball Sound*." Let your child choose whether to color the *Ball Sound* picture with the blue crayon or the black one.
6. Follow the same procedure for the rest of the colors:
 - green—the *Baby Sound*
 - purple—the *Popping Sound*
 - yellow—the *Yoyo Sound*
 - white—the *Blowing Sound*

Note: If coloring six pictures makes the activity too lengthy for your child, spread it out over several days.

Group II:

Parent Activity 14

CLINICIAN DIRECTIONS

Reproduce this activity sheet and the program cards for the *Sammy Snake Sound*, the *M-mm Good Sound*, the *Tick-Tock Sound*, the *Blowing Sound*, the *Thumbelina Sound*, and the *Firecracker Sound* (if the parent doesn't have copies). The parent and child must complete Parent Activity 1 in Group II before attempting this activity.

PARENT DIRECTIONS

1. Read through the entire activity before beginning it with your child.
2. Have a calendar available, and gather the following large pictures for target speech sounds: the *Sammy Snake Sound*, the *M-mm Good Sound*, the *Tick-Tock Sound*, the *Blowing Sound*, the *Thumbelina Sound*, and the *Firecracker Sound*. Spread the pictures out on the table or on the floor, and review them with your child.
3. Show the calendar to your child and say: "Let's look at our calendar and review the days of the week. You can say them with me if you want to. Here we go: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday."
4. Help your child figure out the beginning sound of each day of the week. Point to each day on the calendar as you say the names: "The first day of the week is Sunday, Sssunday. What sound do you hear at the beginning of that word, Sssunday?" Your child may look at the pictures on the table for assistance.

If your child answers correctly, point to the *Sammy Snake* picture and say: "Very good! Sunday starts with the *Sammy Snake Sound*." If your child answers incorrectly, point to the *Sammy Snake* picture and say: "Good try. But I think I hear the *Sammy Snake Sound* in that word. Listen carefully, Sssunday. That starts with the *Sammy Snake Sound*."

If your child does not answer at all, that's fine; simply show your child the *Sammy Snake* picture and say: "I hear the *Sammy Snake Sound* in that word, Sssunday. That starts with *Sammy Snake*."

5. Then help your child figure out the beginning sound of Monday. Say to your child: "Let's do the next day of the week. After Sunday comes Monday, Mmmonday. What sound do you hear at the beginning of that word, Mmmonday?"

Once again, whether or not your child answers correctly doesn't matter. The fact that your child is trying is what matters. Whether the answer is correct or incorrect, praise your child as modeled in #4. Then show your child the *M-mm Good Sound* picture and say: "Monday starts with the *M-mm Good Sound*, Mmmonday."

6. Continue in the same manner for the rest of the days of the week:
Tuesday—the *Tick-Tock Sound*
Wednesday—the *Blowing Sound*
Thursday—the *Thumbelina Sound*
Friday—the *Firecracker Sound*
Saturday—the *Sammy Snake Sound*

7. If your child knows the months or seasons of the year, you can expand this activity. Use the calendar as you did for days of the week, and help your child figure out the beginning sounds of each month of the year:

January—the *Jet Sound*

February—the *Firecracker Sound*

March—the *M-mm Good Sound*

April—tell your child that this month does not begin with any of your speech sounds

May—the *M-mm Good Sound*

June—the *Jet Sound*

July—the *Jet Sound*

August—not a target speech sound

September—the *Sammy Snake Sound*

October—not a target speech sound

November—the *Nose Sound*

December—the *Drum Sound*

Repeat for each season:

Winter—the *Blowing Sound*

Spring—the *Sammy Snake Sound*

Summer—the *Sammy Snake Sound*

Fall—the *Firecracker Sound*

If your child does not know these months or seasons of the year, these additional activities will have no meaning for your child, and you should omit them.

Group II:

Parent Activity 15

CLINICIAN DIRECTIONS

Reproduce this activity sheet for the parent. The parent and child must complete Parent Activity 1 in Group II before attempting this activity.

PARENT DIRECTIONS

1. Read through the entire activity before beginning it with your child.
2. When it's time to set the table for dinner each evening, help your child figure out the beginning sound for each item. For example, say: "It's time for you to help me set the table for dinner. Let's get the plates. Hey, I think I hear the *Popping Sound* in that word, plates, p-p-plates. Do you hear it? That word starts with the *Popping Sound*."
3. As you get the next item, such as napkins, to put on the table, say to your child: "Now let's put the napkins on the table. Hey, now I hear the *Nose Sound*! 'Napkins' starts with the *Nose Sound*, nnnapkins."
4. Continue to do this with the rest of the items you put on the table, such as:

forks—the *Firecracker Sound*
knives—the *Nose Sound* (the /k/ is silent)
spoons—the *Sammy Snake Sound*
glasses—the *Baby Sound*
cups—the *Cuckoo Clock Sound*
salt—the *Sammy Snake Sound*
pepper—the *Popping Sound*
bowls—the *Ball Sound*
dishes—the *Drum Sound*

If your child starts to identify the beginning sounds independently, that's fine. Praise your child's effort, whether the guess is correct or incorrect.

5. Once you sit down to dinner, help your child identify the beginning sounds of all the foods you are eating.

Appendix 1

Meaningful Words

The following list gives examples of meaningful words for each sound. These are words with which the child is familiar (such as body parts, clothing, or items in the immediate environment).

- /b/ belly, back, button, belt, barrette, boots, book, boy, blue, black, brown
- /m/ mouth, mittens, man
- /p/ pants, paper, pencil, pen, purple, pink
- /w/ waist, white, woman, watch, wall, window
- /d/ dimple, dress, desk
- /n/ nose, neck, knees, nails (fingernails)
- /t/ teeth, toes, tummy, tongue, table, toys, tree
- /f/ face, fingers, foot, feet, forehead, floor
- /v/ voice, vest
- /k/ coat, cup, crayons, clock, cloud
- /h/ head, hair, hands, hips, heel, hanky, hat
- /g/ gloves, girl, game, green, gold, gray
- /y/ yellow, yawn
- /l/ legs, lips, lap, lady, light
- /th/ thumb, throat
- /r/ wrist, ribbon, ring, red, rug
- /s/ stomach, socks, sandals, sneakers, sweater, sweatshirt, skirt, scarf, sundress, ceiling, sun, sky, silver
- /ch/ cheeks, chin, chest, chair, chalk, chalkboard, children
- /z/ zipper
- /j/ jersey, jeans, jacket, jewelry
- /sh/ shoulders, shoes, shirt, shorts, shelf

Appendix 2

Household Words

The following list gives examples of household words for each sound. These include items that may be found in your home or your yard.

- /b/ book, ball, basket, bathroom, bathtub, bedroom, blanket, bed, bureau, bookcase, basement, balloon, blocks, baseball, bat, brother, bicycle, bench
- /m/ mirror, magazine, money, medicine, mother, machine, musical instruments
- /p/ plant, paper, pencil, pen, pillow, pocketbook, purse, pictures, piano, playpen, puppet, pool
- /w/ window, wall, washing machine, wallet, watch, wheel
- /d/ door, dishes, dishwasher, doll, den, dining room, drapes, desk, dresser, dryer, daddy
- /n/ knife, napkin, newspaper, nails, nightstand
- /t/ table, TV/television, toaster, telephone, tissues, towels, tablecloth, toys, toy box, TV trays, tub, toilet, tricycle, teddy bear
- /f/ floor, fork, food, phone, fireplace, flowers, fan, faucet, freezer, flashlight, footstool, file cabinet, father, football
- /v/ vacuum cleaner, vase, VCR
- /k/ cup, kitchen, counter, cabinets, closet, clock, keys, curtains, computer, crayons, couch, coffee table, crib, cradle, camera
- /h/ hallway, hammer, highchair, hut, hassock, hose
- /g/ glasses, game, garage, grass, garden, gloves
- /y/ yard, yarn, yoyo
- /l/ living room, lamp, light, lawn, leaf, ladder, loveseat
- /th/ thermometer, thermostat, thermos, thread
- /r/ rug, refrigerator, record player, ring, rocking chair, recliner, radio, roof
- /s/ sink, stove, ceiling, cellar, stairs, spoon, soap, stereo, sofa, stool, swing, slide, stick, sled, skates, skis, sister
- /ch/ chimney, chair, chest, chalk, chalkboard
- /z/ zipper, xylophone
- /j/ jumprope, jewelry, jack-in-the-box
- /sh/ shovel, shed, shower, shade, shelf, shampoo, sheets

Appendix 3

Category Words

	ANIMALS	FOOD	BODY PARTS	CLOTHING	HOUSEHOLD	NAMES	FURNITURE
b	bunny beaver bear bird buffalo bobcat bull bat	butter broccoli beets beans bread banana blueberries beef bacon bologna	belly back beard	belt button barrette boots blouse bathrobe bathing suit	basket book ball bathroom bedroom blanket basement balloon blocks baseball bat brother bicycle bathtub	Bonnie Brenda Beth Barbara Betty Becky Betsy Bobby Ben Billy Brian Barry Bradley Brendon Brett Bruce	bed bureau bench bookcase
m	monkey mouse moose mole mule	meat milk mushrooms meatballs meatloaf macaroni muffins	mouth moustache muscles	mittens	mirror magazine money medicine mother machine musical instruments	Mommy Mary Michelle Martha Molly Margaret Margo Melinda Marsha Melissa Maureen Maria Monica Megan Melanie Michael Mark Marty Mason Matthew	magazine rack
p	puppy pig penguin pony prairie dog polar bear panda bear	pancakes potatoes peas peanuts popcorn peppers plum pizza pudding peach pie pickles pear		pants pajamas pantyhose	plant paper pencil pen pillow pocketbook purse pictures puppet pool	Patti Pamela Paula Peggy Pauline Polly Peter Paul Patrick	playpen piano

	ANIMALS	FOOD	BODY PARTS	CLOTHING	HOUSEHOLD	NAMES	FURNITURE
W	wolf walrus whale weasel	waffles watermelon water	waist whiskers	watch	window washing machine wall wallet watch wheel	Wanda Wendy Whitney William Warren Walter	
d	dog duck deer dolphin donkey	donuts dumplings	dimple	dress diapers	dining room den door doll dishes dishwasher drapes dryer	Daddy Diane Donna Debbie Dorothy Darlene Dawn Denise Dana Dennis David Danny Donald Douglas Duane	desk dresser
n		nuts	nose neck knees nails knuckles	nightgown necktie knee socks nylons	knife napkin newspaper nails	Nancy Nicole Nadine Nina Natalie Norma Nathan Nicholas Neal	nightstand
t	tiger turtle turkey	toast turkey tonic tomatoes tacos turnip tuna fish	teeth toes tummy tongue	T-shirt tie tights	tricycle table television TV toaster telephone tissues towels tablecloth toys tub toilet teddy bear	Theresa Terry Tina Tracy Tammy Todd Timothy Tony Thomas Tyler Taylor Tad Ted	TV trays toy box

	ANIMALS	FOOD	BODY PARTS	CLOTHING	HOUSEHOLD	NAMES	FURNITURE
f	fox frog fish fawn foal	fruit fudge fish figs	face fingers foot feet forehead		floor fireplace faucet food flowers phone freezer fan fork flashlight father football	Frances Francine Frank Phillip Fred	footstool file cabinet
V	vulture	vegetables veal vinegar		vest	vacuum cleaner vase VCR	Vicki Veronica Vivian Violet Vera Vanessa Valerie Virginia Vincent Vernon Victor	
k	cat kitten cow calf camel kangaroo crocodile koala bear	corn carrots cookies crackers candy cake cucumbers cole slaw cauliflower cabbage		coat cape cap	cup kitchen counter cabinets closet clock keys crayons curtains computer camera	Karen Kristen Christine Carol Katie Cathy Connie Claudia Kelly Kimberly Caroline Colleen Keith Kevin Kyle Kenny Carl Christopher	couch crib cradle coffee table

	ANIMALS	FOOD	BODY PARTS	CLOTHING	HOUSEHOLD	NAMES	FURNITURE
h	horse hamster hen hippo hog hare	hamburger hot dog ham	head hair hands hips heel	hat hanky	hallway hammer hose	Harriet Hannah Heather Helen Hilary Holly Hope Harry Henry Harold Howard Hal Hugh Herbert	highchair hutch hassock
g	goat goose gorilla groundhog	grapes grapefruit gravy			gloves glasses game garage grass garden	Gail Gloria Gwen Garry Glen Gabriel Gregory	
y	yak	yogurt			yard yarn yoyo		
l	lamb lion lizard leopard	lettuce lasagna lemons limes lollipops liver	legs lips lap	leotard	living room lamp light lawn leaf ladder	Linda Liz Louise LuAnn Lisa Lee Laura Lauren Lois Lori Leslie Lucas Lindsay Leonard Leon Larry Louis Leo	loveseat

	ANIMALS	FOOD	BODY PARTS	CLOTHING	HOUSEHOLD	NAMES	FURNITURE
th			thumb throat thigh	thongs	thermometer thermos thread thermostat	Thelma Theodore	
r	rabbit rooster rat reindeer rhino raccoon	rice roast beef raspberries radishes raisins rolls	wrist	ribbons raincoat robe	refrigerator rug record player ring radio roof	Rachel Rhonda Renee Rosemary Rebecca Rita Robin Raymond Robert Richard Ralph Randy Ryan Ronald Ross	rocking chair recliner
S	skunk snake squirrel seal swan	cereal soup sandwich soda steak strawberries salad celery spaghetti spinach sausage salami squash	stomach scalp	socks skirt sandals sundress scarf sneakers sweatshirt sweater snowsuit slippers slacks swimsuit	sink stove ceiling cellar stairs spoon soap swing slide stick sled skates skis sister	Susan Sandy Sarah Cindy Stephanie Sylvia Sally Steven Sam Scott Seth Simon Stanley	sofa stool stereo
ch	chicken chipmunk chimpanzee chick	chips chicken cheese cherries chili	chin cheeks chest		chimney chalk chalkboard	Charles Chuck Chad	chair chest
Z	zebra	zucchini		zipper	xylophone	Zelda Xavier Zachary	

ANIMALS	FOOD	BODY PARTS	CLOTHING	HOUSEHOLD	NAMES	FURNITURE
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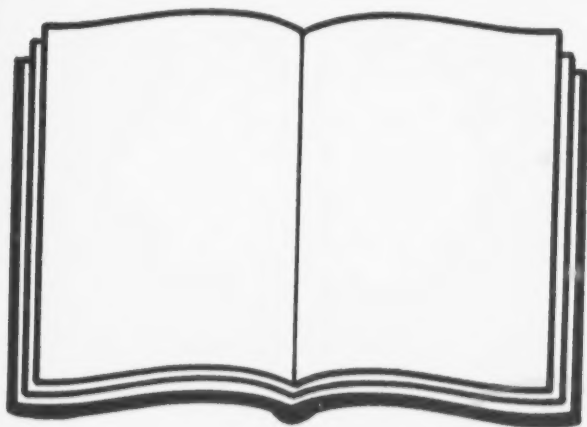
J

giraffe	jam		jersey	jumprope	Jill	
gerbil	jelly		jeans	jack-in-	Joan	
jaguar	juice		jacket	the-box	Janet	
	jello		jogging suit	jewelry	Janice	
					Jessica	
					Jennifer	
					Jane	
					Joanne	
					Gina	
					Jody	
					Joyce	
					Julie	
					Judy	
					Jean	
					John	
					Jack	
					Joshua	
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					Jamie	
					Jimmy	
					Jay	
					Jason	
					Jeffrey	
					George	

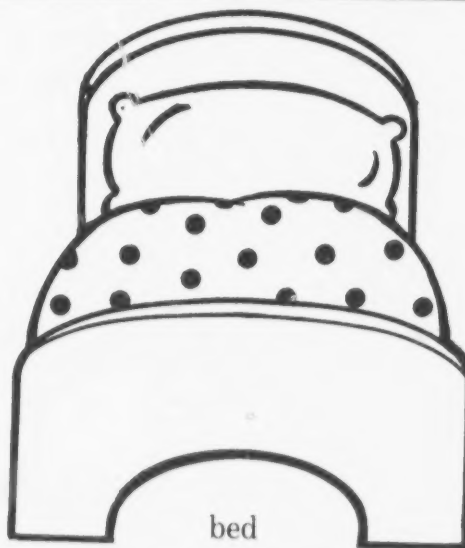
sh

sheep	shredded	shoulders	shoes	shampoo	Sharon	
shark	wheat	shins	shirt	shower	Sherri	
	sugar		shorts	shade	Cheryl	
			shawl	shelf	Sheila	
				shovel	Shelly	
				shed	Charlene	
				sheets	Shawn	

Appendix 4
Reproducible Pictures for Parent Activities



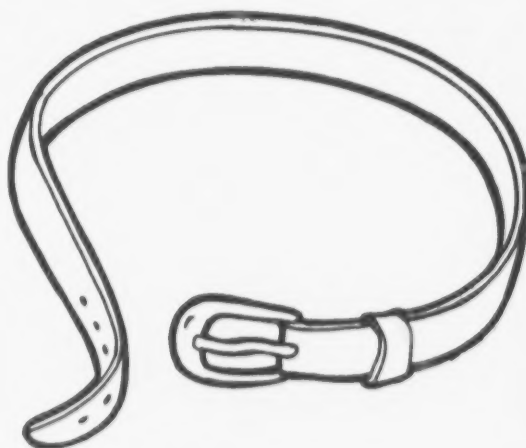
book



bed



belly



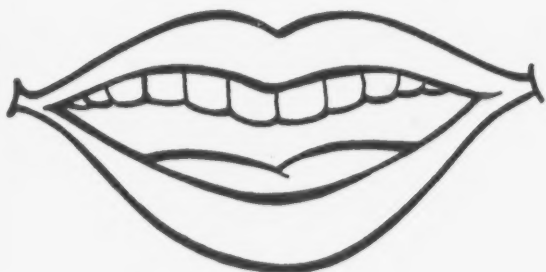
belt



boy



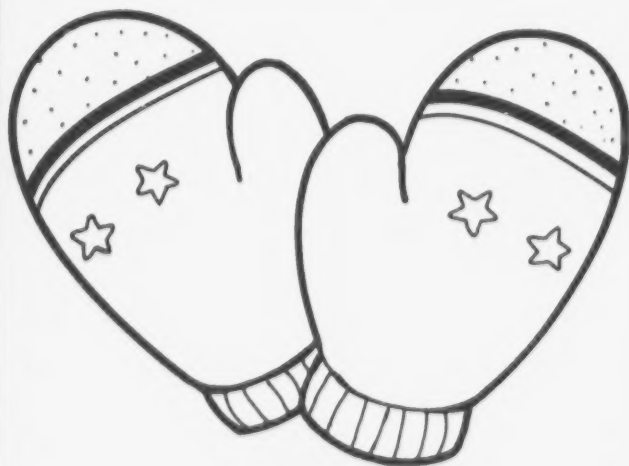
banana



mouth



milk



mittens



man



money



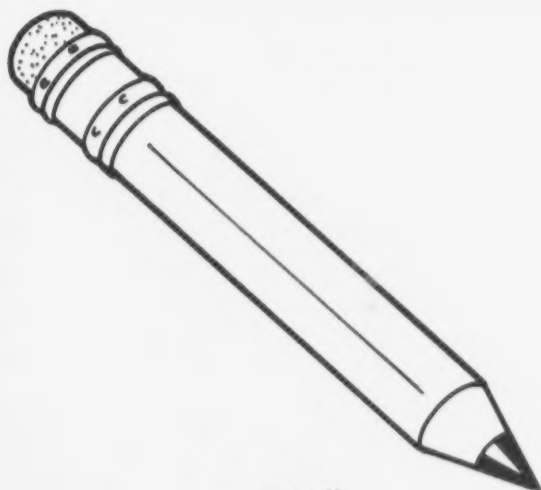
mother



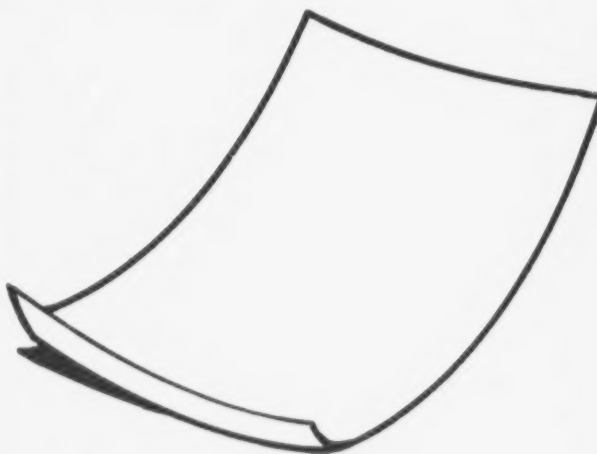
pants



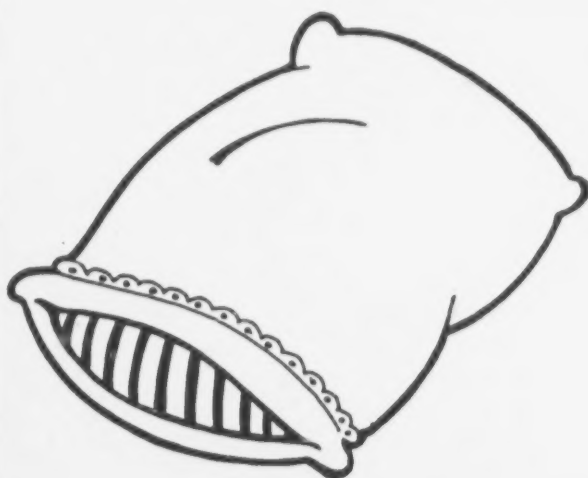
pajamas



pencil



paper



pillow



plant



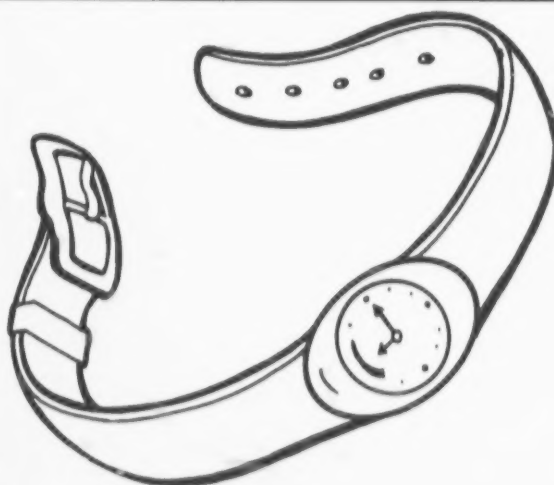
water



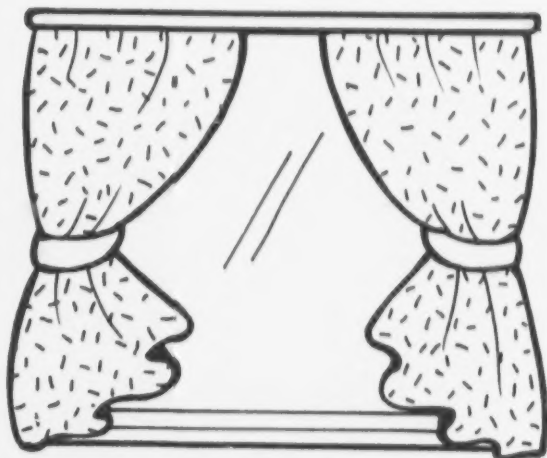
waist



woman



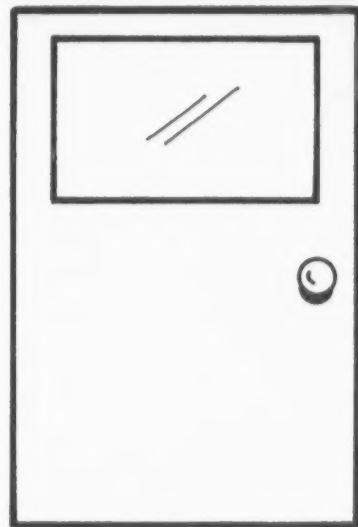
watch



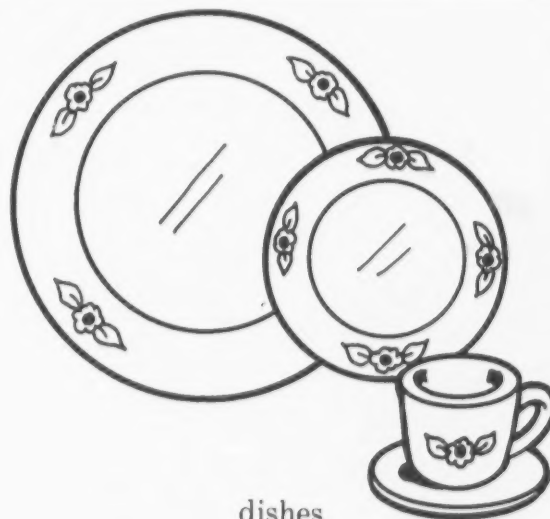
window



washing machine



door



dishes



dress



desk



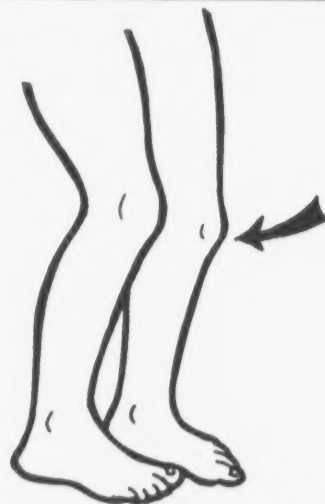
doll



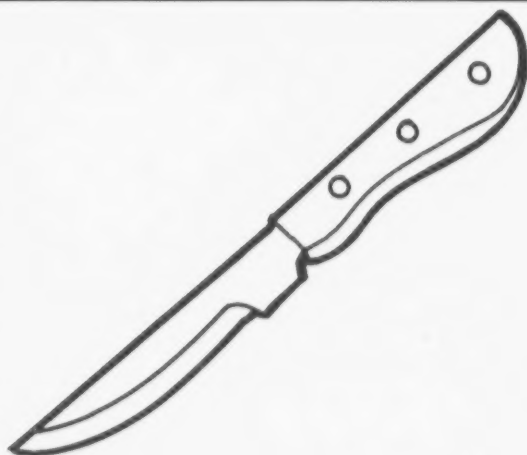
dog



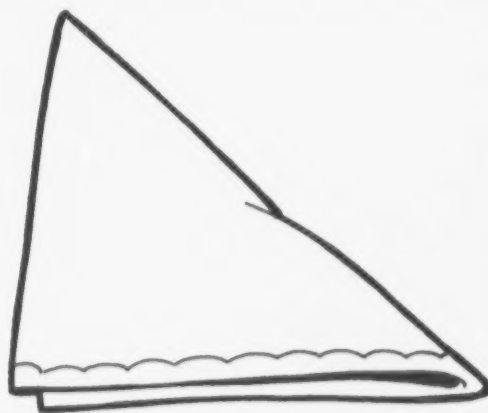
neck



knees



knife



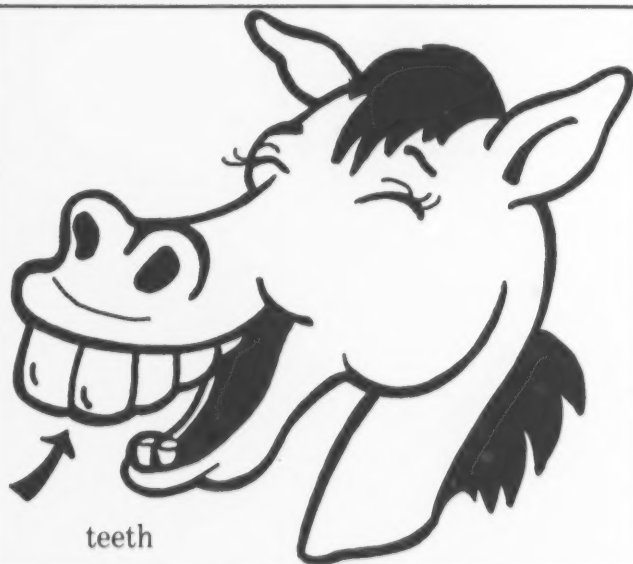
napkin



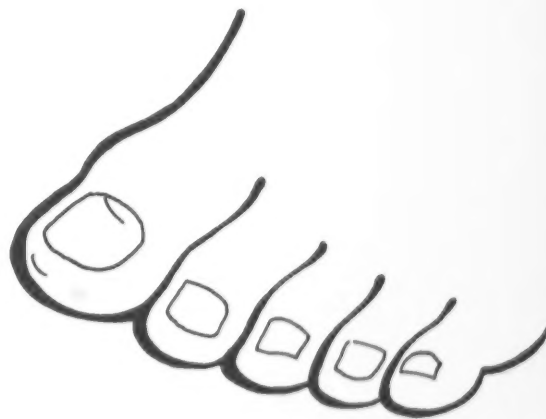
newspaper



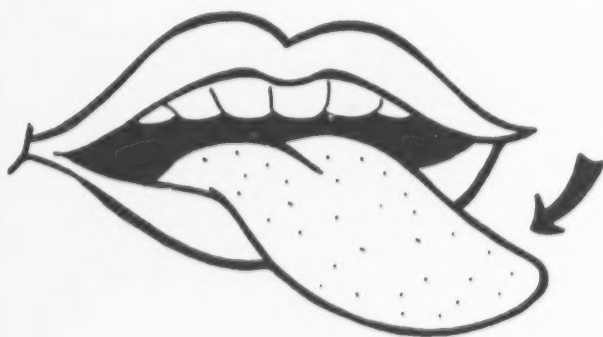
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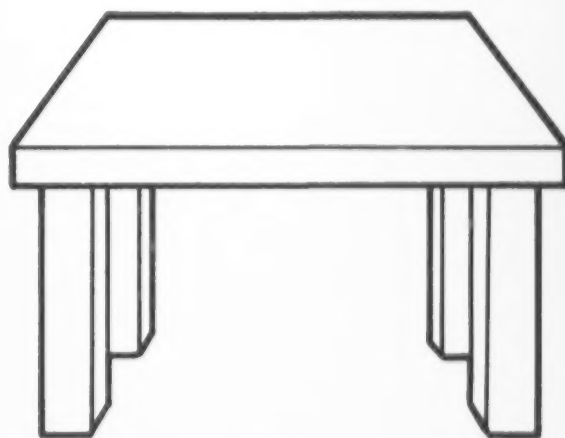
teeth



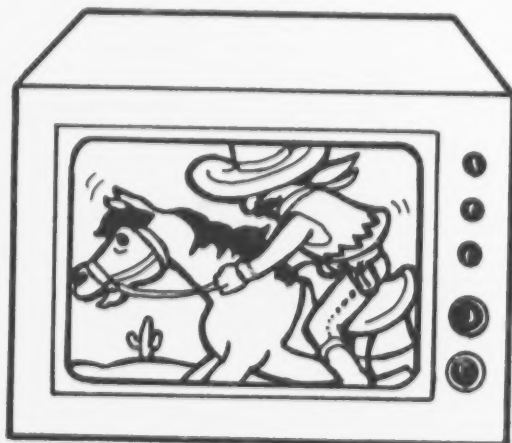
toes



tongue



table



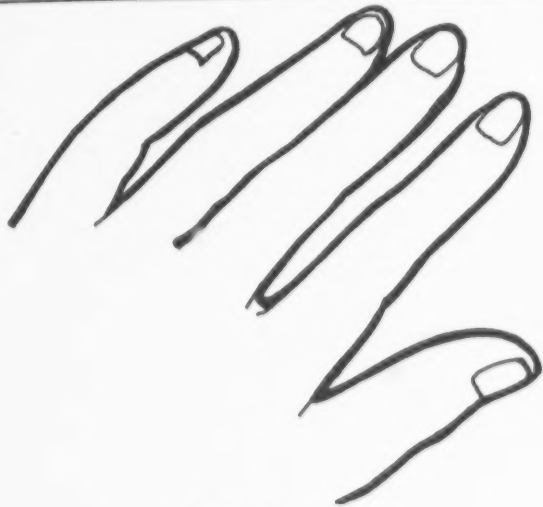
TV



toys



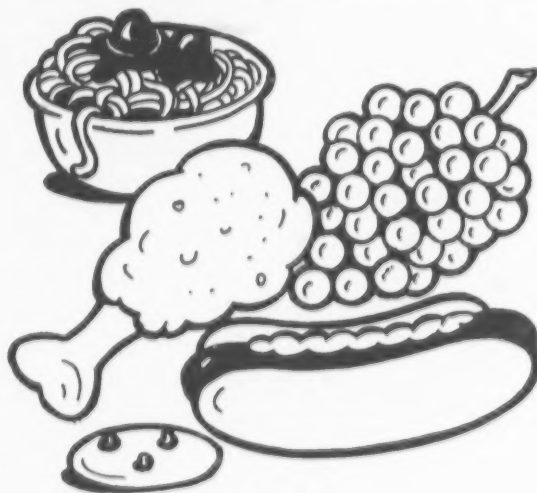
face



fingers



feet



food



fork



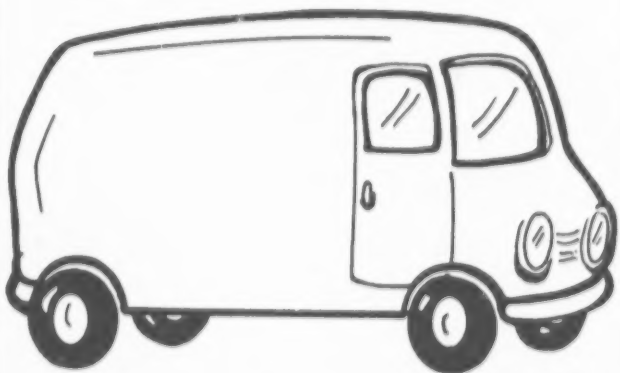
phone



vest



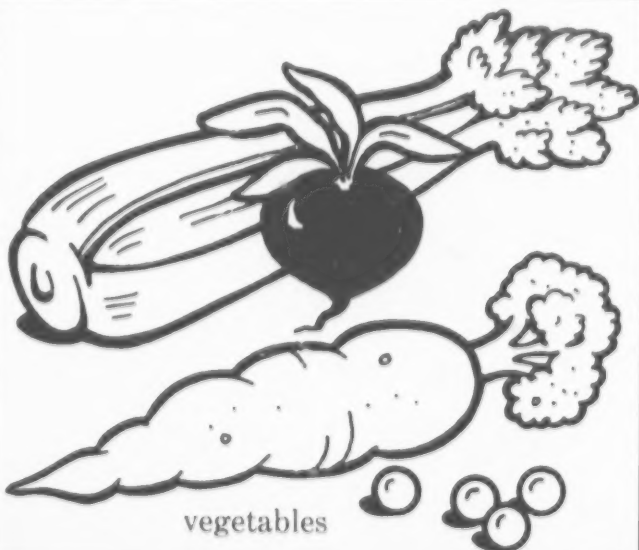
vacuum cleaner



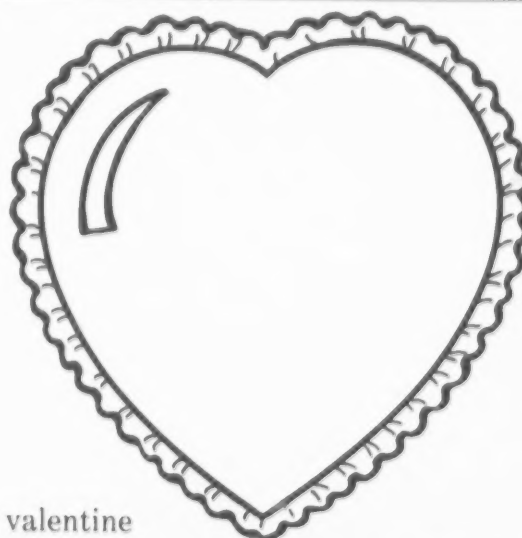
van



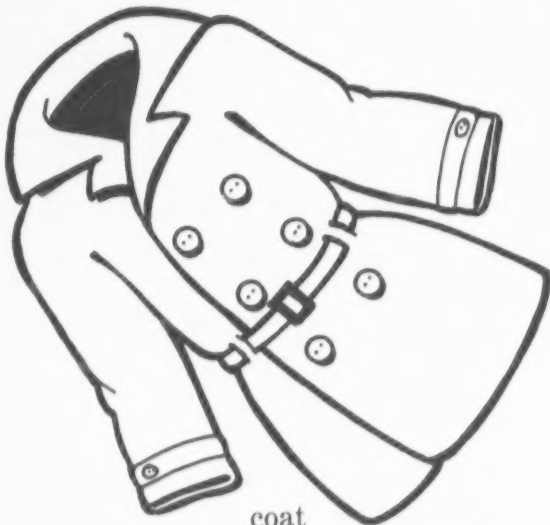
vase



vegetables



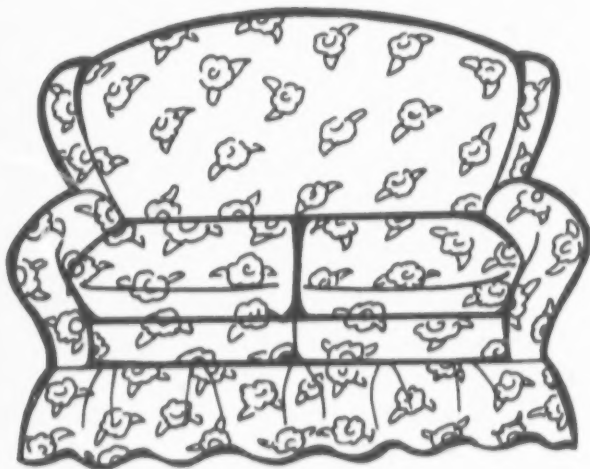
valentine



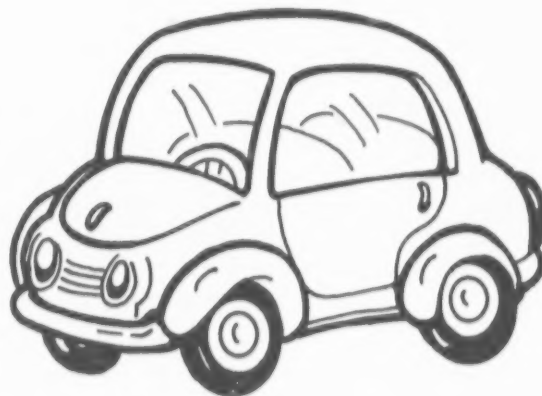
coat



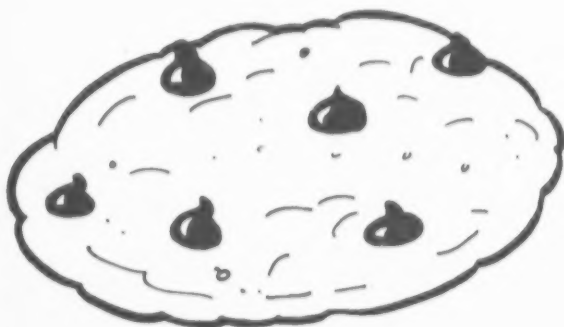
cup



couch



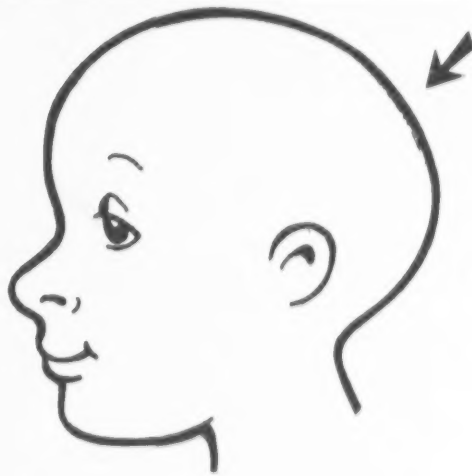
car



cookie



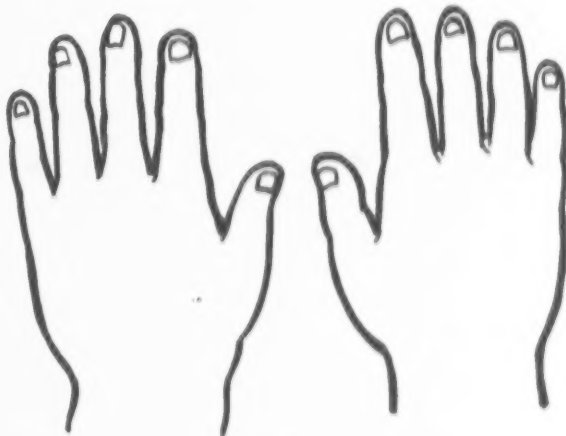
cat



head



hair



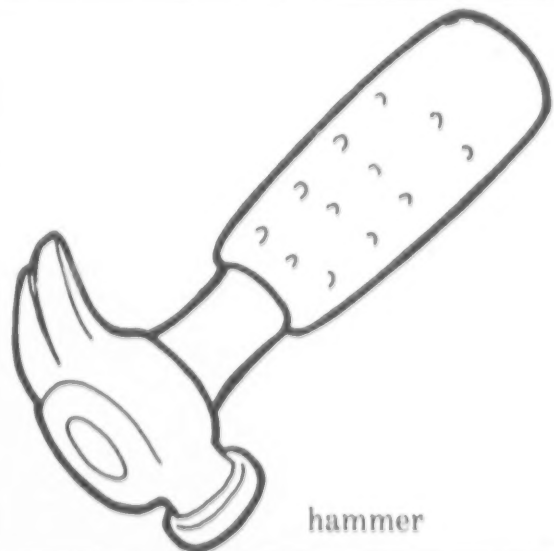
hands



hat



house



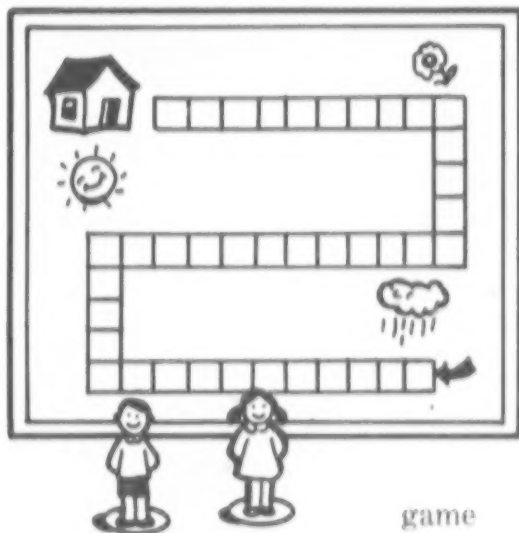
hammer



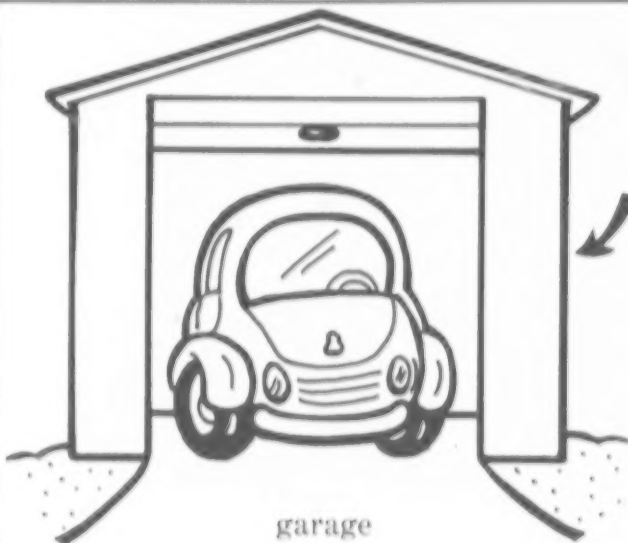
gloves



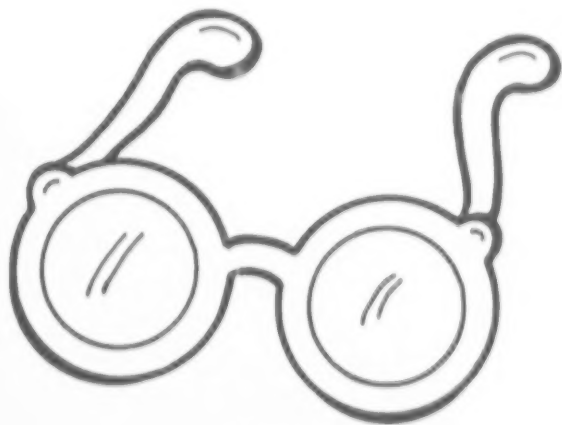
girl



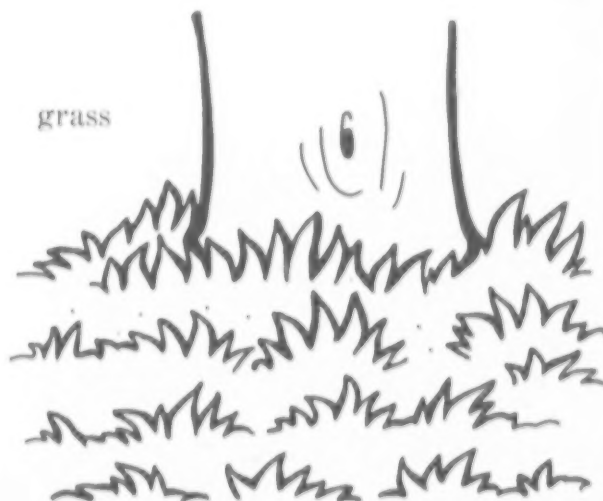
game



garage



glasses



grass

yard



yarn



yawn



yucky

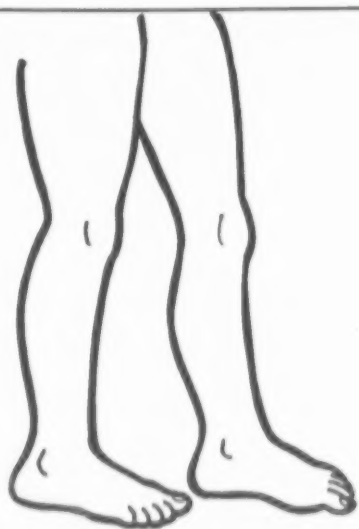


yummy

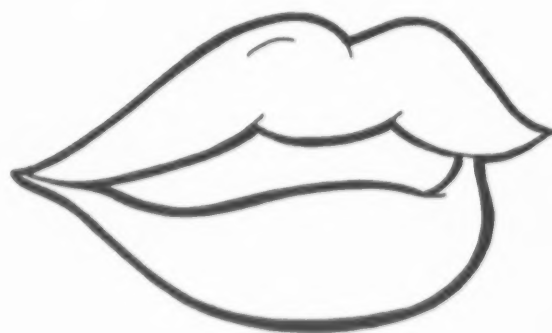


yogurt

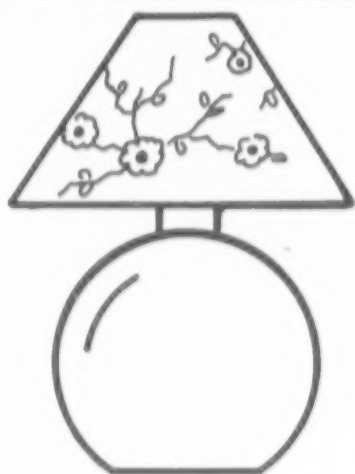




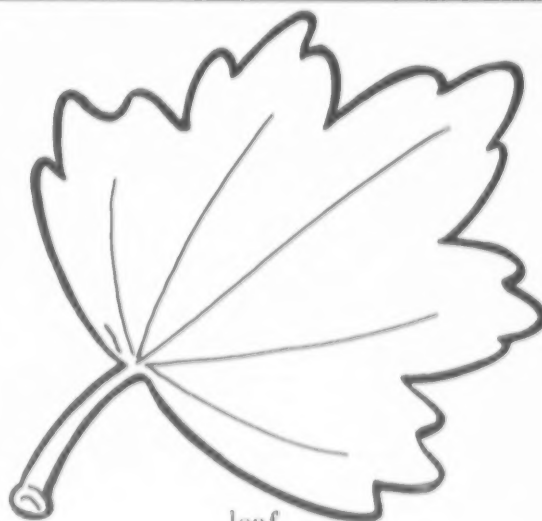
legs



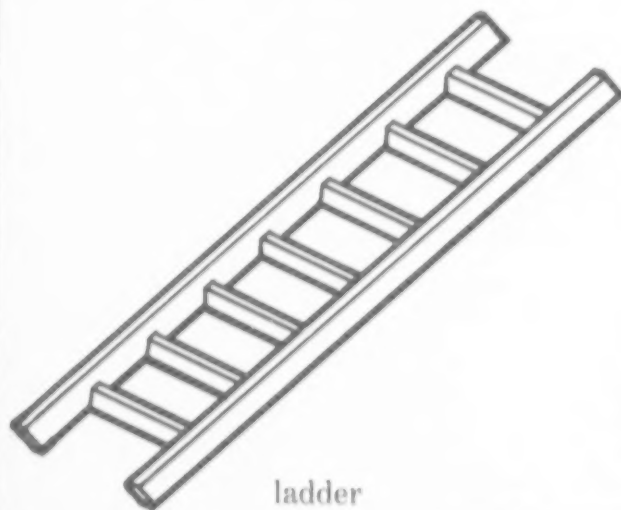
lips



lamp



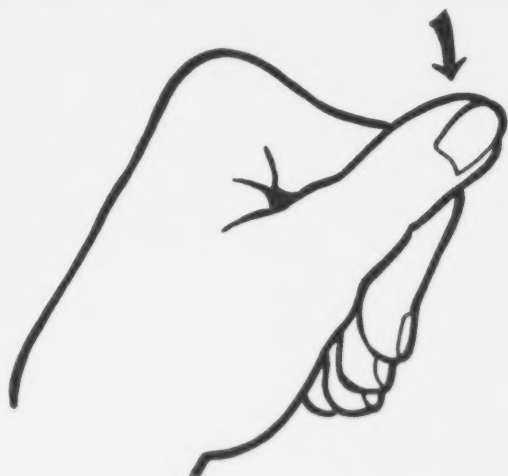
leaf



ladder



lollipops



thumb



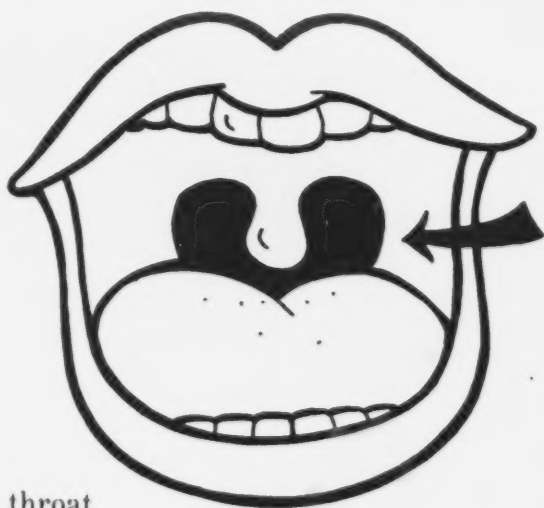
three



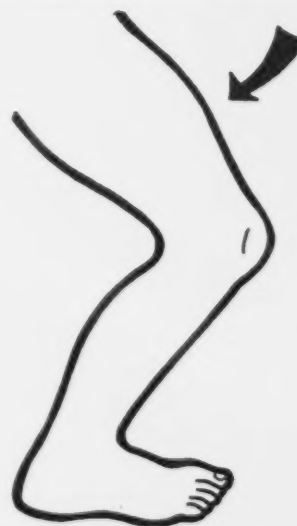
thermometer



thread



throat



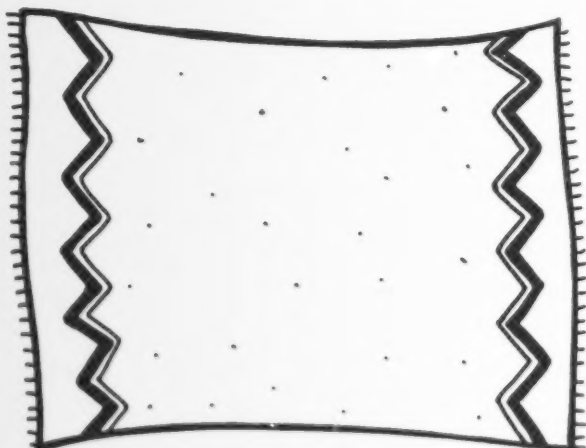
thigh



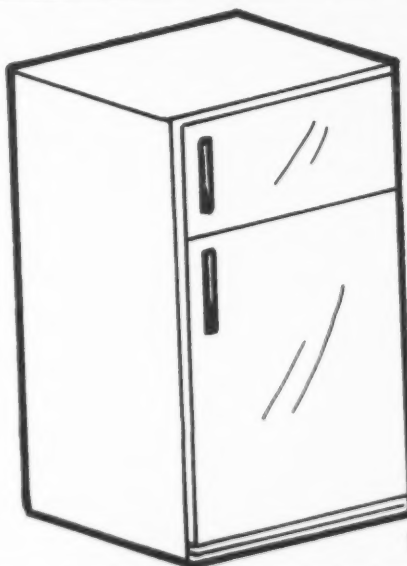
wrist



ring



rug



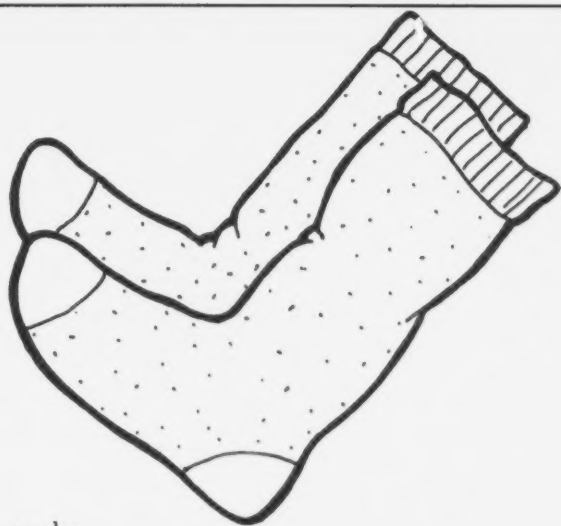
refrigerator



rocking chair



raincoat



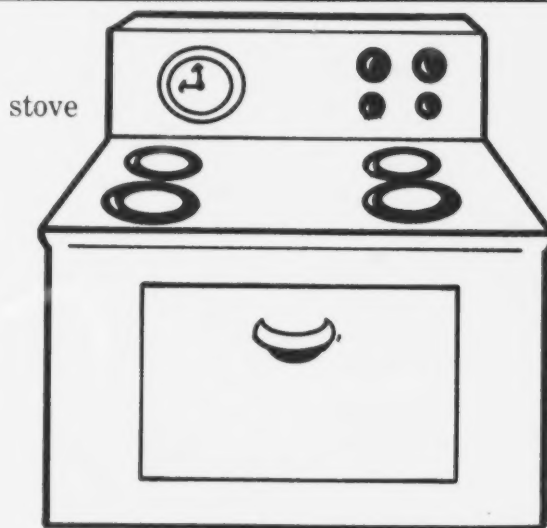
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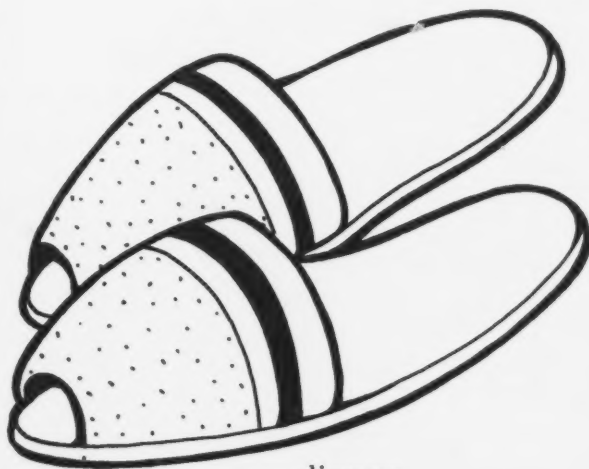
spoon



sink



stove



slippers



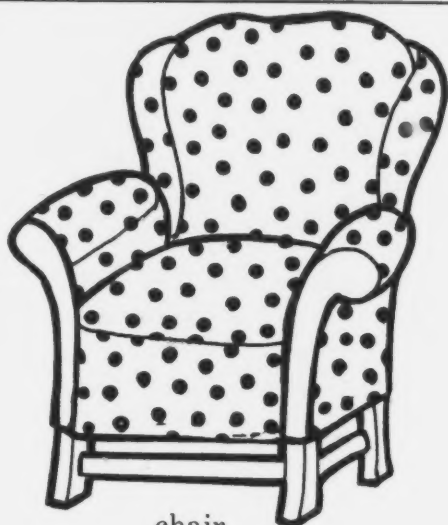
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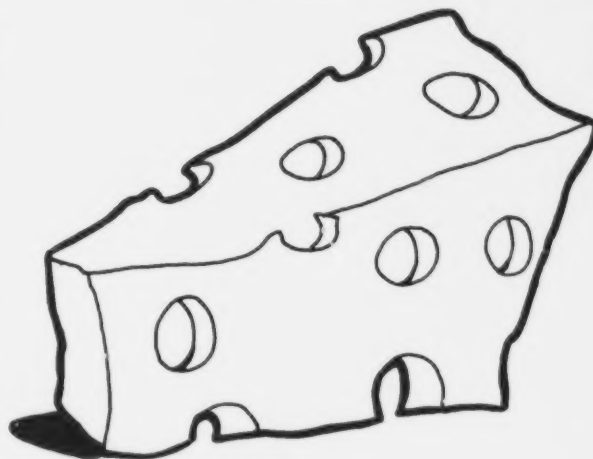
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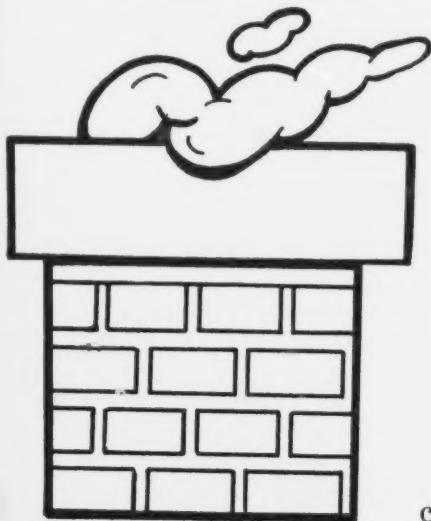
chin



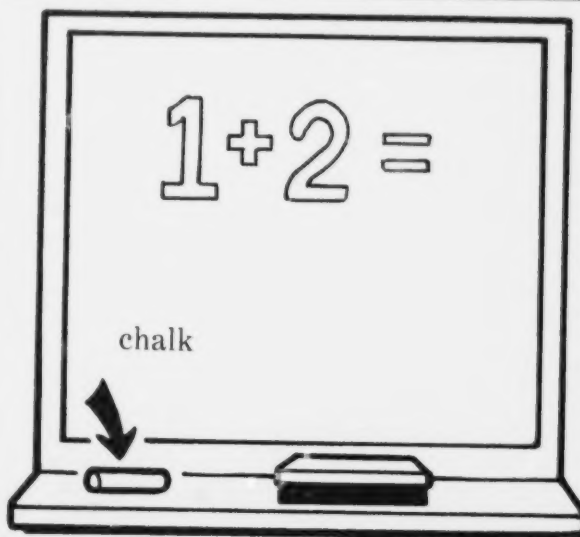
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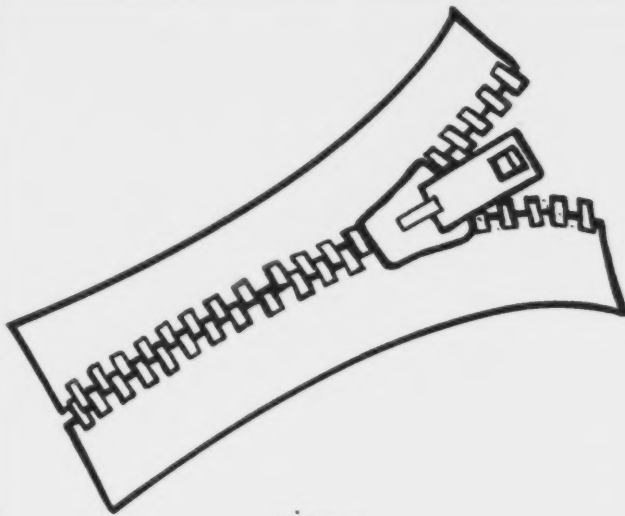
cheese



chimney



chalk



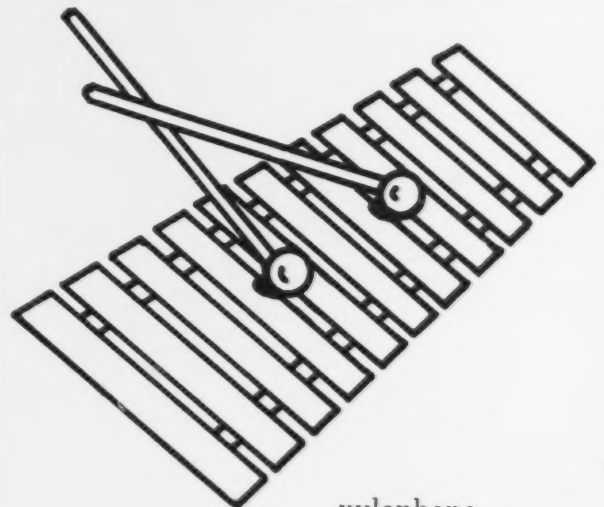
zipper



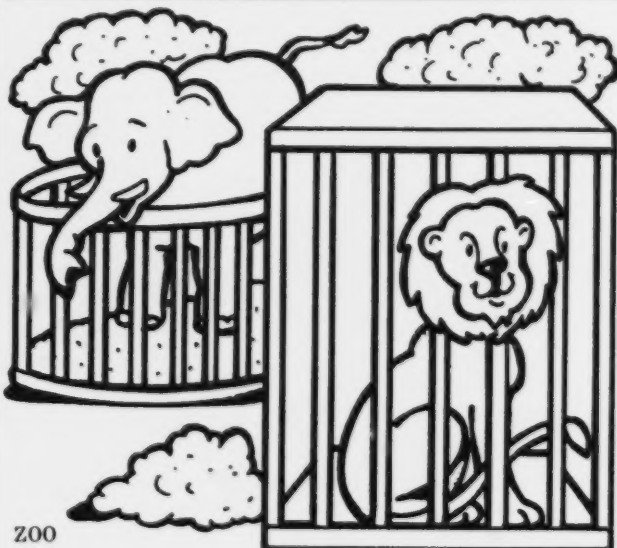
zebra



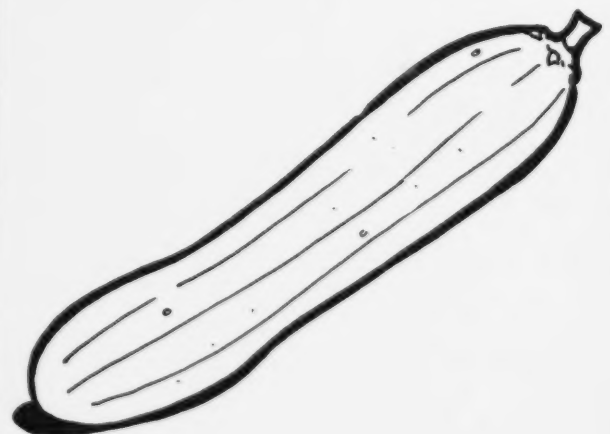
zigzag line



xylophone



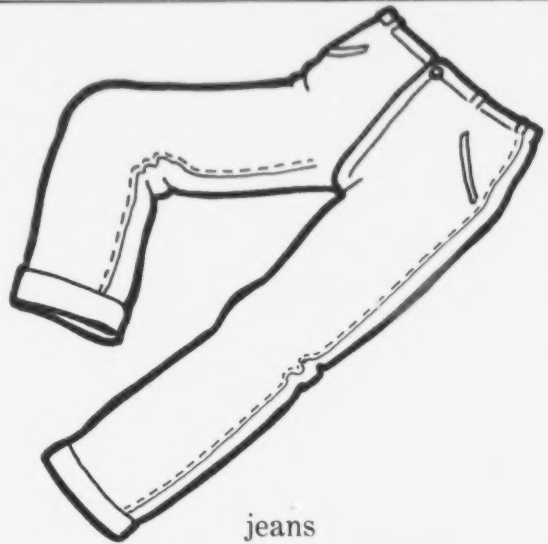
zoo



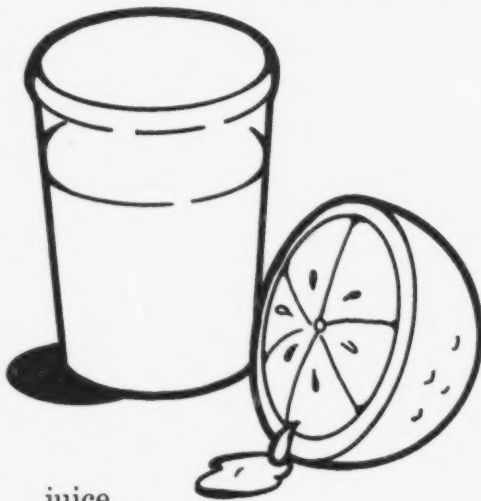
zucchini



jacket



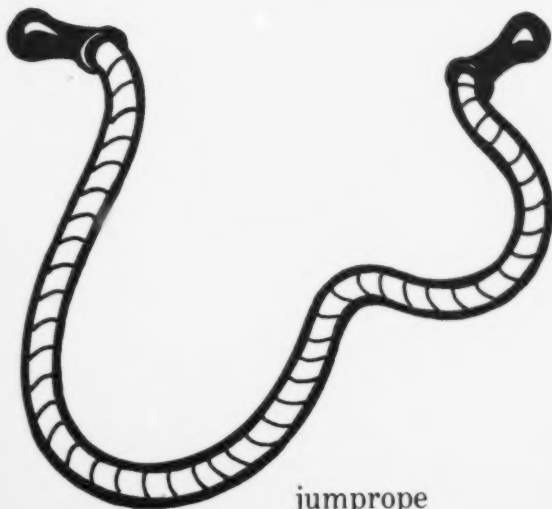
jeans



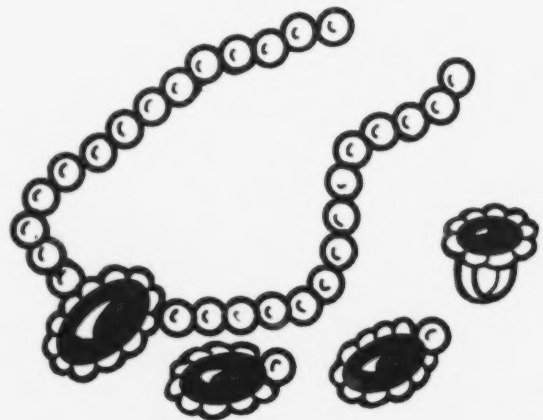
juice



jelly or jam



jumprope



jewelry



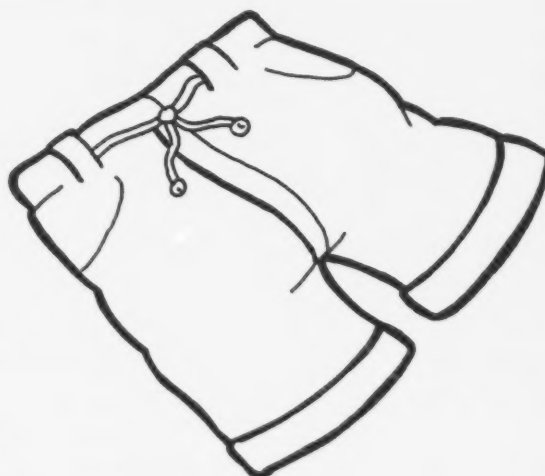
shoulders



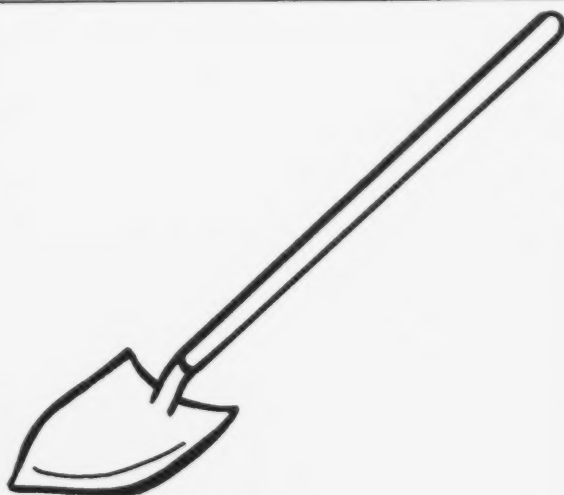
shoes



shirt



shorts



shovel



shower

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THE BALL SOUND



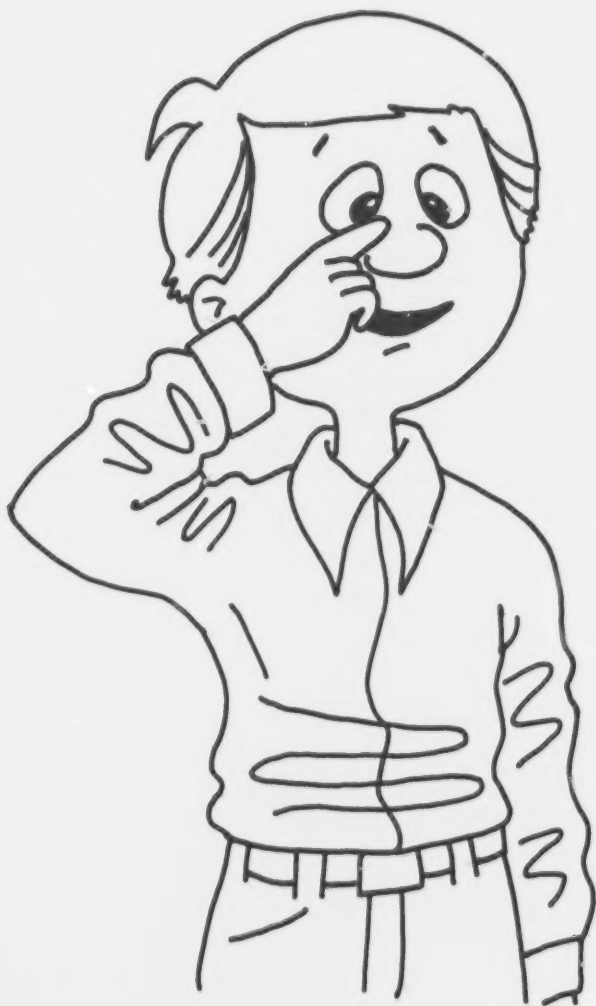
b-b-b-b-b

THE POPPING SOUND



p-p-p-p-p

THE NOSE SOUND



nnnnnnnnnn

THE M-M-M-GOOD SOUND



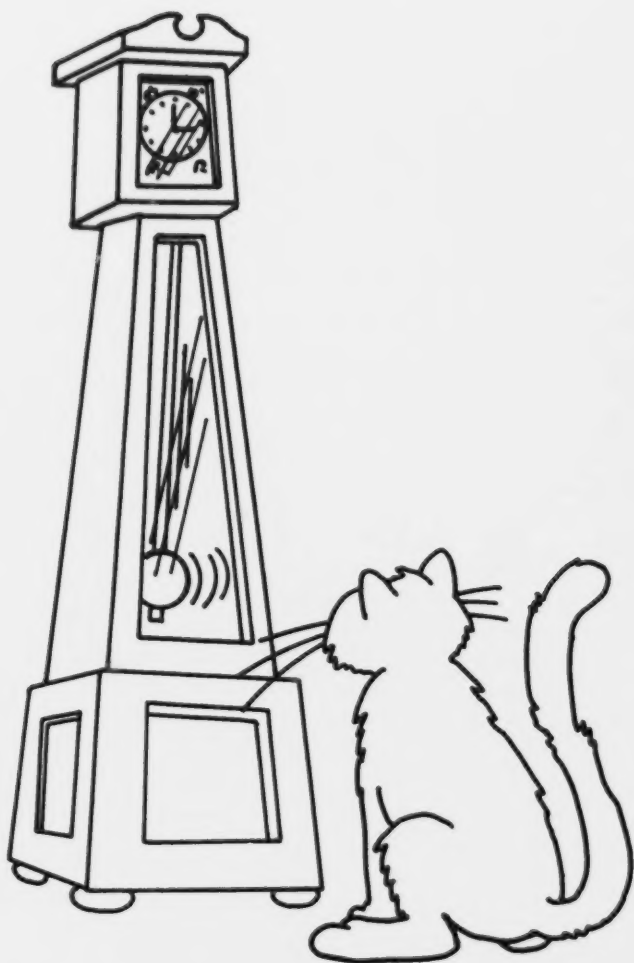
mmmmmmmmmm

THE BLOWING SOUND



WWWWWWWWW

THE TICK-TOCK SOUND



t-t-t-t-t

111

THE DRUM SOUND



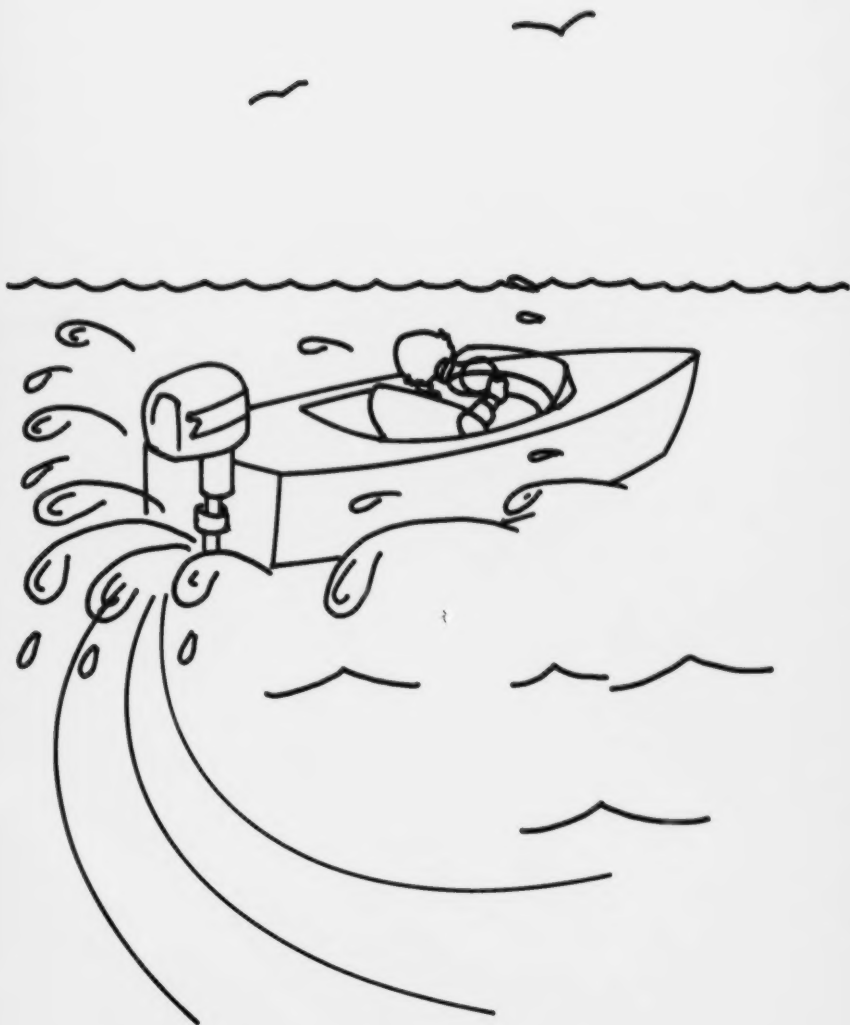
d-d-d-d-d

THE FIRECRACKER SOUND



ffffff

THE MOTORBOAT SOUND



WWWWW

114

THE CUCKOO CLOCK SOUND



k-k-k-k-k

THE BABY SOUND



g-g-g-g-g

THE YO-YO SOUND



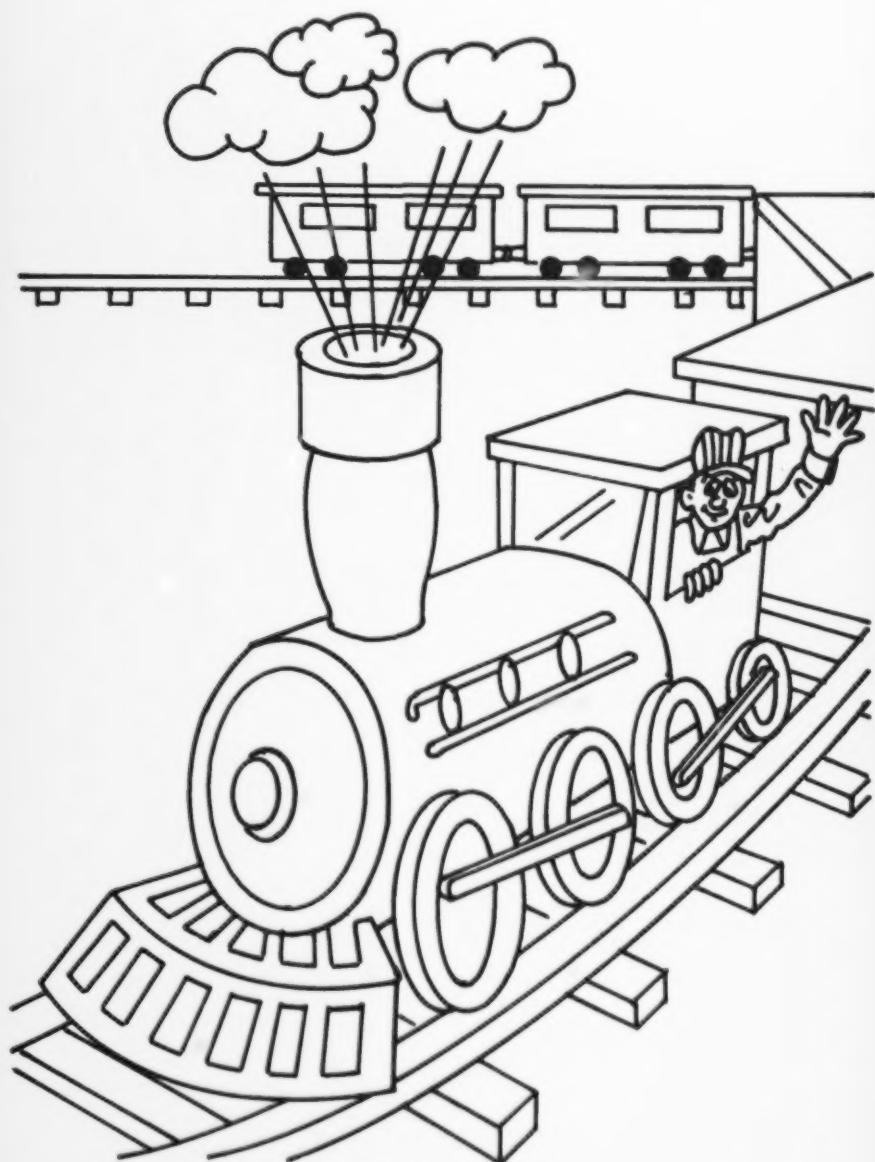
y-y-y-y-y

THE LAUGHING SOUND



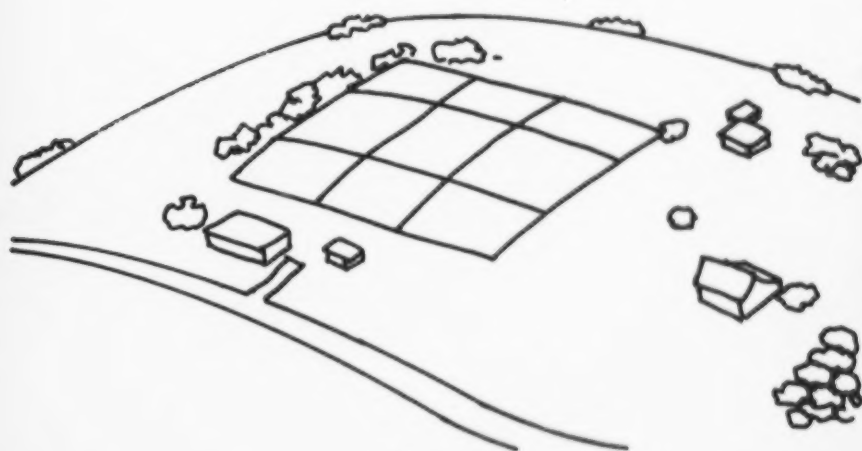
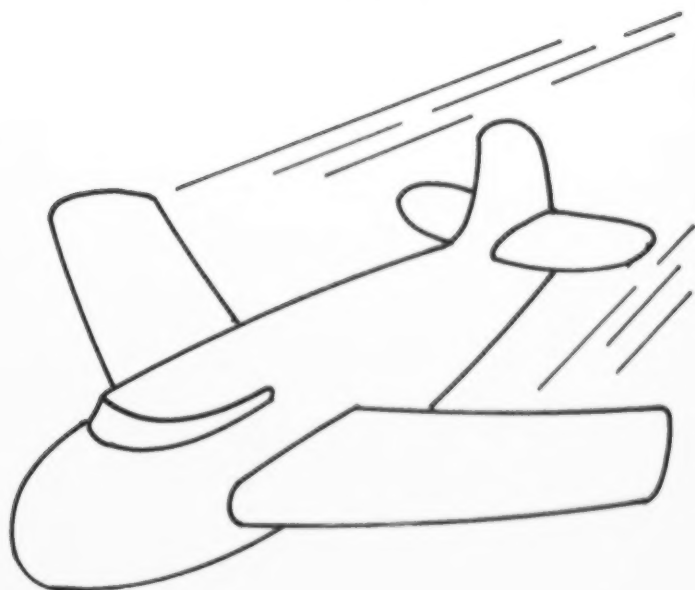
ha-ha-ha-ha

THE CHOO-CHOO TRAIN SOUND



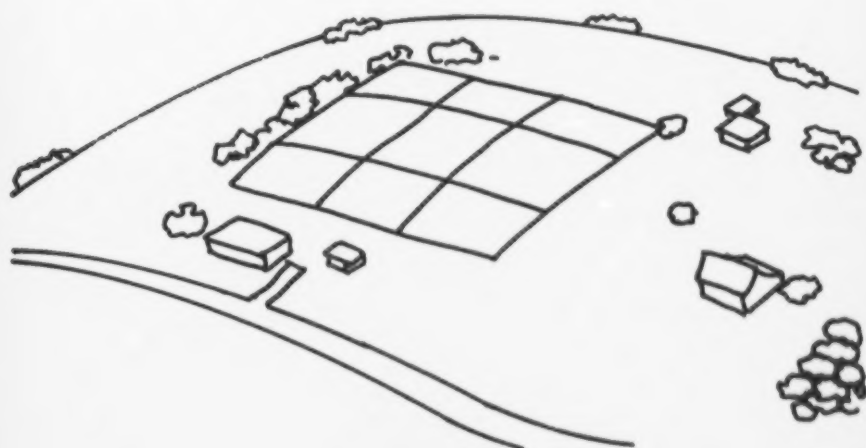
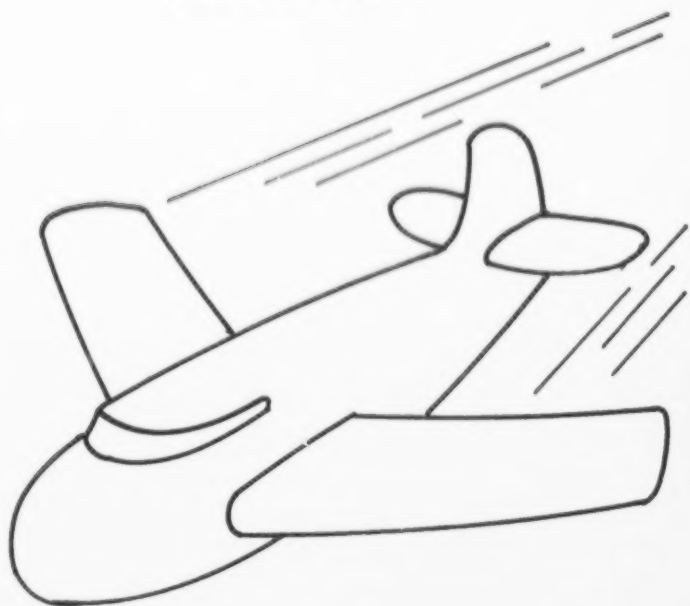
ch-ch-ch-ch

THE JET SOUND



j-j-j-j

THE JET SOUND



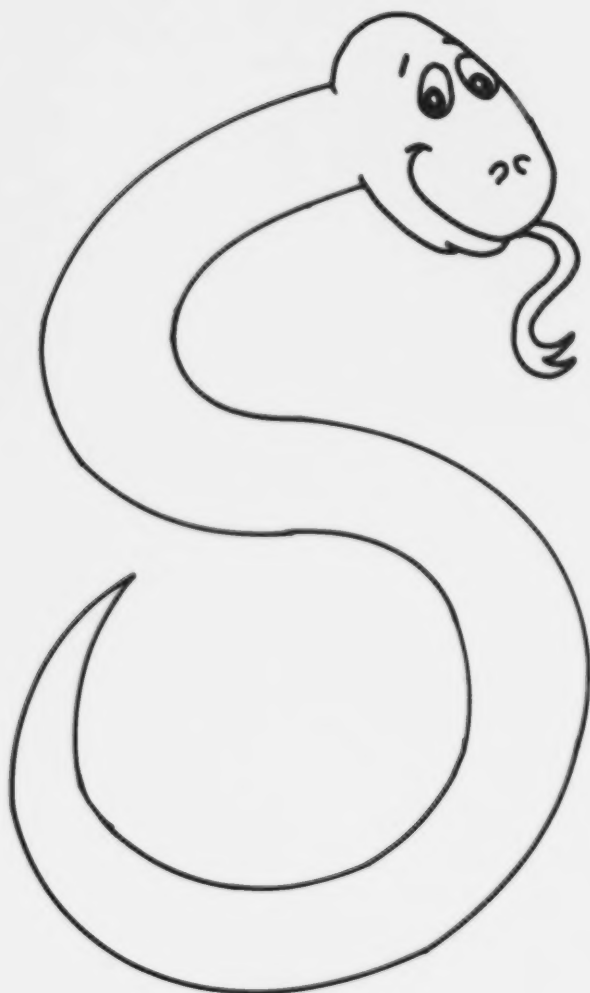
j-j-j-j

THE THUMBELINA SOUND



ththththth

THE SAMMY SNAKE SOUND



SSSSSSSS

THE BUZZING BEE SOUND



zzzzzzzz

THE GROWLING DOG SOUND



rrrrrrrr

THE SINGING LADY SOUND



la-la-la-la

PAATCH: *Expanded Version* **Program of Auditory** **Articulation Therapy** **for Children**

Increase your effectiveness with PAATCH, Expanded Version! Diane Pagnotto Hill's successful program of auditory training for 3- to 6-year-olds with multiple articulation errors has been enhanced with carryover home activities for parents. Now parents learn rewarding, fun ways to work with the SLP in supplementing the child's therapy program.

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